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ABSTRACT

During its third phase in 1993-94, the Wisconsin Department of Public Instruction (DPI) Gender Equity Leadership Project provided technical assistance and staff development experiences to the Wisconsin Vocational Equity Leadership Cadre (WVELC). The technical assistance/staff development component prepared the cadre to assist local districts in meeting the equity assurances 1990 Perkins Act and Wisconsin's stated equity goals. In a 6-day program, 70 WVELC members received training in building participant skills and understanding equity issues and their impact on students' career choices and vocational training. Technical assistance and resources regarding the following areas were provided to cadre members and local districts: developing/presenting workshops, planning/implementing nontraditional vocational programs, and implementing the five phases of the Wisconsin model for sex equity in career and vocational education. Also during this phase of the project, the DPI/University of Wisconsin-Stout Equity Resource Center (started in FY93) was expanded to approximately 175 resources, and approximately 19,370 equity assessment surveys were processed. (Appendixes constituting 95% of this document include a 1993-94 cadre participant list, cadre meeting agendas and evaluations, a 1993-94 project resource guide, project newsletters, and a 1993-94 composite report summary.) (MN)

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FY94

DPI EQUITY LEADERSHIP PROJECT - PHASE III

Center for Vocational, Technical and Adult Education

University of Wisconsin-Stout

Menomonie, WI 54751

Submitted by Linda L. Riley

Associate Researcher/Project Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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DPI Equity Leadership Project - Phase III
June, 1994
FINAL REPORT

CE 068693

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DPI EQUITY LEADERSHIP PROJECT - PHASE III
FINAL REPORT

PROGRAM IDENTIFICATION

Name of Project:	DPI Equity Leadership Project - Phase III
	Statewide Project Center for Vocational, Technical and Adult Education University of Wisconsin-Stout
Total Budget:	$59,948
Project Contact Person:	Linda Riley
Title:	Associate Researcher/Project Director
Signature:	Linda L. Riley
Phone number:	(715) 232-1885
Date:	June, 1994

PROJECT ABSTRACT - FY94

This project provided technical assistance and staff development experiences to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the "Carl D. Perkins Vocational and Applied Technology Education Act of 1990"; as well as assisting local districts in meeting Wisconsin's equity goals as described in the state guidelines and in the Wisconsin Model for Sex Equity in Career and Vocational Education.

The staff development component of this project included six days of training to approximately 70 members of the Wisconsin Vocational Equity Leadership Cadre. Training was designed to build participant skills and expand their knowledge of equity issues and how they impact on students' career choices, vocational training and preparation for work and family roles.

Technical assistance, resources and information were provided on an ongoing basis as the needs of cadre members and local districts dictated. Assistance included helping members develop and present workshops on a variety of equity issues including awareness, choosing, entering and completing nontraditional vocational programs, equity issues in tech prep and youth apprenticeship, curriculum strategies and activities, understanding s.s. 118.13, sexual harassment and implementing the five phases of the Wisconsin Model.

The DPI/UW-Stout Equity Resource Center, which was started in FY93, was maintained, updated and expanded to approximately 175 resources which are now available to educators in Wisconsin.

The project also processed approximately 19,370 equity assessment surveys administered with the instruments in the "model" and compiled them into readable reports for local school districts. Additionally, a statewide composite report of the data was prepared and distributed to interested parties.

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DPI EQUITY LEADERSHIP PROJECT - PHASE III
FINAL REPORT

INTRODUCTION

Promoting vocational equity in Wisconsin was the major goal of the FY94 Equity Leadership Project - Phase III funded by the Wisconsin Department of Public Instruction through Carl Perkins Funds. It was designed to provide technical assistance, coordination, training and resources to CESA Consortium Equity projects serving all school districts in Wisconsin. The primary focus of the project was to train regional equity leaders responsible for assisting local district staff in implementing the Wisconsin Model for Sex Equity in Career and Vocational Education resulting in the development of a local long-range equity plan and to provide technical assistance and resources to local districts. This final report summarizes participant data on the "Summary Data-Vocational Equity Activity Participant" Forms PI-1319 and in the Achievements and Services Provided to Reduce Sex Bias and Sex Role Stereotyping in Vocational Programs portion of the Annual Achievement Report (PI-1309). This report also lists specific project objectives and outcomes.

D P I

Wisconsin Department of Public Instruction
ANNUAL ACHIEVEMENT REPORT
for Vocational Education
PI-1309-IIB (Rev. 9-93)

INSTRUCTIONS: Complete **one report** covering Sex Equity activities. Return original and one (1) copy to

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
BUREAU FOR VOCATIONAL EDUCATION
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707-7841

Collection of this information is a requirement of P.L. 101-392.

Fiscal Agent	Contact Person/LVEC	Phone No. *(Area)*
University of Wisconsin-Stout	Linda L. Riley	(715) 232-1885
Project No.	**District/CESA Code**	
PAD 00000182	----	

SEX EQUITY

A. Number of Participants in Sex Equity Programs.

*INSTRUCTIONS: To provide a profile of the total participants in your funded sex equity activities, complete and attach **one** PI-1319 (Summary Data-Vocational Equity Activity Participants) form. This form should summarize **all** your activities for the fiscal year.* Attached

B. Achievements And Services Provided To Reduce Sex Bias And Sex Stereotyping In Vocational Programs.

*INSTRUCTIONS: By gender, enter the number of students and adults served in each support service/activity "**1**" through "**40**" below. In addition, enter the number of clock hours spent on each activity.*

SUPPORT SERVICES/ACTIVITIES	NUMBER OF INDIVIDUALS SERVED				
	No. of Clock Hours Spent on Activity	Students		Adults	
		M	F	M	F
1. Providing adult role models in non-traditional careers through business/industry partnerships and field trip experiences	0				
2. Planning/conducting career day/career fair activities focusing on non-traditional careers	-*				
3. Counseling non-traditional career students	-*				
4. Modifying/developing equitable curriculum materials	-*				
5. Providing in-service programs on equity issues	-**				
6. Fostering work between schools/industry/post secondary on equity issues - VTAE/University	50	#'s not available			
7. Mentoring students and/or staff members	0				
8. Conducting networking or support activities on equity issues	12	5	7		
9. Recruiting non-traditional students for career areas	-*				
10. Participating in regional/area meetings on equity issues - CHOICES, CESAs, VTAE/UW	24	Does not apply			
11. Developing educational resources on equity issues Resource Center	160	Accurate #'s not avail.			
12. Reviewing materials for bias and stereotyping - Resource Center	40	Does not apply			
13. Coordinating diverse speaker panels on equity issues - cadre	20	Does not apply			
14. Presenting staff development training on equity issues - local districts	40			83	115
15. Participating in state-wide equity cadre training	40				
16. Providing technical assistance to local schools/staff on equity issues	220			75	191
17. Training staff in the equitable treatment of students	430	Accurate #'s not avail.			
18. Informing students of their rights under non-discrimination laws	0				
19. Implementing student training on diversity issues	0				
20. Conducting staff training on diversity issues	15			32	47

*Included in #11 and #17
**Included in #14

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SUPPORT SERVICES/ACTIVITIES	No. of Clock Hours Spent on Activity	NUMBER OF INDIVIDUALS SERVED			
		Students		Adults	
		M	F	M	F
21. Tutoring					
22. Notetaking/Recording					
23. Instructional Aides Paraprofessionals					
24. Reduced Class Sizes					
25. Remedial Instruction					
26. Special Adaptive Equipment/Devices					
27. Special Adaptive Materials/Supplies					
28. Lab Fees & Supplies					
29. English as a Second Language					
30. Interpreter					
31. Special Populations Coordinator					
32. Mentoring					
33. Support Groups					
34. Dependent Care					
35. Transportation					
36. Supplemental Assessment Services					
37. Supplemental Placement/Transition Services					
38. Designated Vocational Instructor					
39. Adapted Curriculum/Testing					
40. Other *(Please Indicate)*					
a. Equity Survey Processing	35	8,217	8,088	1,107	1,958
b. ~~Annual Composite Report~~	~~15~~				

C. Description of the Accomplishment of Preparatory Services and Vocational-Technical Education Programs And Supportive Services For Girls And Women Ages 14 to 25.

INSTRUCTIONS: Describe in as much detail as necessary at least 3- 5 accomplishments <u>for students</u> as a result of the activities or services within this funded sex equity project. If students under 14 or over 25 were served, indicate how and why they were served. What appear to be the critical or most important support services/activities in sex equity programs provided by this project?

Does not apply. Students are not directly served in this project.

See remainder of report for project objectives, evaluation and outcomes.

D. Programs Developed in Sex Equity.

INSTRUCTIONS: Attach samples of <u>everything</u> developed with project funds. This includes items such as newsletters, agendas for meetings, brochures, curriculum materials, videos, resources, etc. In addition, what were the most outstanding or exemplary portions of this sex equity project? Describe exemplary portions briefly in a narrative format.

Please see attached for Program Achievement Summary including objectives, participants, and outcomes of the following appendices:

Appendix A: 1993-94 Cadre Participant List
Appendix B: Cadre Meeting Agendas, Evaluations and List of Handouts
Appendix C: Resources - 1993-94
Appendix D: Newsletters
Appendix E: 1993-94 Composite Report Summary

A separate Project Evaluation Supplement including copies of all handouts was developed and mailed to Barbara Schuler and Marlene Klug at the Wisconsin Department of Public Instruction.

D P I Wisconsin Department of Public Instruction
SUMMARY DATA –
Vocational Equity Activity Participants
PI-1319 (Rev. 2-92)

INSTRUCTIONS: Complete to summarize participant involvement in any activity funded by the Vocational Equity set-aside of the Carl Perkins Vocational Education Act. Submit within 6 weeks of planned activity. ***Return address is preprinted on reverse.***

This information is collected for federal reporting and accountability purposes (per PL 98-524).

District: UW-Stout

CESA: ---

1 Participant Type	2 Total Number	3 Participants by Gender Male	3 Participants by Gender Female	4 Handicapped	5 English as a Second Language	6 Participants by Ethnic Category: Amer. Indian/Alask. Native	Asian/ Pacific Islander	African American	Hispanic American	European American	Mixed Ethnicity
A Students	16317	8222	8095								
B Parents	---										
C Administrators	201	150	51								
D. Counselors	142	74	68								
E Librarians											
F Elementary School Teachers	1492	297	1195								
G Middle/Jr. High School Teachers	919	374	545								
H. High School Teachers	1050	531	519								
I. CESA Staff	110	30	80								
J. Community Members											
K Business Persons											
L. Equity Committee Members	Counted above										
M Postsecondary Level Staff	Not available										
TOTALS ➤	20231	9678	10533								

Unable to collect accurate data

Person Completing form	Activity	Activity Date	Telephone *Area/No.*
Linda L. Riley	DPI Equity Leadership Project	FY94	(715) 232-1885

11

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PROGRAM ACHIEVEMENT SUMMARY

OBJECTIVE #1:

To provide technical assistance and support to regional consortium projects serving local districts by providing activities which promote vocational equity, increase access and participation for females in vocational education and meet the special needs of nontraditional students.

PARTICIPANTS AND OUTCOMES:

- Provided ongoing consultation and support to cadre members and others working in equity in the State of Wisconsin through phone contacts, visitation, and provision of materials and resources as requested.

- Identified and disseminated approximately 705 pages of equity research and information to each cadre member. (See Appendix B for partial listing.) Provided opportunities for review of new equity resources from PEO, UW-Stout and CESAs through demonstrations and presentations at cadre meetings, regional meetings and the Statewide Equity Conference.

- The DPI/UW-Stout Resource Center was maintained, updated and expanded as follows:

    - Check out and distribution systems were improved and evaluation/feedback forms were developed and included with each resource disseminated.

    - Dissemination records indicated that 115 resources were disseminated during the 1993-94 school year for use with students in the classroom as well as for inservice with teachers, administrators and community members.

    - An additional 22 resources for the collection were identified and ordered based on input from cadre members and those deemed necessary to train teachers and teach students about equity issues. Resources address integrating equity into vocational and academic education, school-to-work initiatives, serving special populations, increasing nontraditional enrollments, and providing equitable school environments including a special emphasis on sexual harassment in the school setting. The resource center now includes 170 resources.

    - A Resource Guide was developed and disseminated to Cadre members and other interested parties. (See Appendix C - Resource Guide.)

OBJECTIVE #2:

To expand the capacity of administrators, counselors, and teachers in Wisconsin to promote and achieve vocational equity.

PARTICIPANTS AND OUTCOMES:

- Planned, coordinated and conducted two training sessions for the Wisconsin Vocational Equity Leadership Cadre. (See Appendix A for list of participants and Appendix B for copies of the agendas, and evaluations and handouts.)
- Participated in the planning, implementation and evaluation of the Statewide Equity Conference, presented a sectional on "Resources for Implementing Equity in the Curriculum," and provided a display of resources available from the DPI/UW-Stout Equity Resource Center.
- Wrote, published and disseminated two issues of "Vocational Equity News." Approximately 3,000 copies of each issue were disseminated. See Appendix D for copies of the newsletter.
- Participated in equity networking with postsecondary institutions, regional agencies and CHOICES. Served as member of the Western Region CHOICES Advisory Committee, VTAE Equity Staff Development, and the Chippewa Valley Technical College Equity Project Advisory Committee.

OBJECTIVE #3:

To assist Carl Perkins' eligible school districts to implement the Wisconsin Model for Sex Equity in Career and Vocational Education.

PARTICIPANTS AND OUTCOMES:

- Reviewed and revised informational handouts regarding the equity survey processing required in Phase III of the "Model."
- Assisted 64 school districts with planning, administering and analyzing the equity surveys.
- Coordinated data collection and survey processing for, and provided data tables to, 61 school districts.
- Compiled and disseminated a composite report of the survey data collected in the 1993-94 school year. (See Appendix E)

Appendix A

1993-94 Cadre Participant List

1993-94 Wisconsin Vocational Gender Equity Cadre Participants

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Appendix B

Cadre Meeting Agendas, Evaluations and List of Handouts

WISCONSIN VOCATIONAL EQUITY LEADERSHIP CADRE
FALL MEETING
September 28-30, 1993
Lakewoods Resort and Conference Center
Cable, Wisconsin

Day I - Tuesday, September 28, 1993

9:30 - 10:30	Continental Breakfast/Registration/ Networking/Resource Review
10:30 - 11:30	*Welcome, Overview and DPI Report*, Barbara Schuler, Administrator Vocational Equity/Single Parent Programs, Wisconsin Department of Public Instruction
11:30 - 12:00	*UW-Stout Report, Resource Review Activity - Part 1*, Linda Riley, Gender Equity Leadership Project Director, UW-Stout
12:00 - 12:45	Lunch
12:45 - 2:45	*Contributions of Indigenous People*, Eagle Man (Ed McGaa), an Oglala Sioux, is a lawyer, writer and lecturer who has introduced thousands to Native American Spirituality and rituals. He is the author of "Mother Earth Spirituality" and "Rainbow Tribe."
2:45 - 3:00	Break

ROOM A		**ROOM B**	
3:00 - 4:00	Cadre Chair Meeting Meeting - B. Schuler	3:00 - 5:00	Resource Review CESA Cadre Planning Time
4:00 - 5:00	State Conference Presentation Planning Meetings		

5:00 - 6:00	Rest and Relaxation
6:00	**PICNIC - Shirt Signing, Volleyball, Frisbee, and FUN**

Day II - Wednesday, September 29, 1993

7:00 - 8:00	Continental Breakfast/Networking/Resource Review
8:00 - 8:15	Announcements and Introductions - Barb Schuler
8:15 - 10:15	*Funding Strategies: Developing Competitive Proposals - DPI and Beyond,* Sue Foxwell, Research Coordinator, UW-Stout, and Barbara Schuler, WI DPI
10:15 - 10:30	Break

BEST PRACTICES SHOWCASE

10:30 - 11:00	*Equity: Examining the Connections*, Barb Wehman, CESA #11
11:00 - 12:00	*Communicating About Equity*, CESA #7 Cadre Members: Dan Konop, Eileen Littig, Chris Rogers
12:00 - 12:45	Lunch
12:45 - 1:30	*American Women's Stories of Their Lives, Past and Present* Jocelyn Riley, Producer/Owner, Her Own Words

BEST PRACTICES SHOWCASE CONTINUED

1:30 - 2:00	*Implementing Equity in CESA #12*, Jim Lee, CESA #12
2:00 - 3:00	*Equity - Involving the Students,* Laurel Hoeth, Stevens Point
3:00 - 3:15	Break
3:15 - 3:45	*Choices Project Update* - Jennifer Crapol-Hall, Choices Coordinator, Department of Health and Social Services
3:45 - 4:30	Resource Review Activity - Part II - Linda Riley
4:30	Wrap-up and Adjourn

Dinner On Your Own

Day III - Thursday, September 30, 1993

7:30 - 8:00	Continental Breakfast/Networking
8:00 - 9:00	*New Developments in the Implementation of the Wisconsin Pupil Nondiscrimination Law*, Melissa Keyes, WI Department of Public Instruction
9:00 - 10:30	*Ojibwe Culture: Being Indian in a Public School - A Teacher's Perspective,* Teacher Panel: Monica White, Thelma Nayquonabe, and Ginny Metzdorf.
10:30 - 10:45	Break
10:45 - 12:15	*Ojibwe Culture: Being Indian in a Public School - A Student's Perspective,* Student Panel with Art Tainter, Home School Coordinator, as moderator.
12:15 - 1:15	Lunch
1:15 - 1:30	Wrap-up and Adjourn

Wisconsin Vocational Equity Leadership Cadre
Meeting #1
Lakewoods Resort - Cable, WI
September 28-30, 1993

I came expecting...

1. to network, learn and focus on issues of equity (sometimes things get jumbled together when trying to jiggle many hats).

2. to gain an understanding of the current thrust of the equity project in the State of Wisconsin.

3. to be renewed in support and new information to stay current in equity.

4. information

5. new changes in equity development in state and practical applications for schools. Writing grant info. Resources.

6. some quality networking time, some insights in various different areas, and clarity on the Equity Plan and Annual Equity Report.

7. the usual.

8. current information on issues, procedures, projects, etc. in equity. Ideas in keeping equity moving forward in school.

9. that this resort would not be worth the trip, but it was! Beautiful area! (I know, however, that I would rather meet somewhere in the middle of the state most of the time.)

10. more good information as usual.

11. the usual excellent, enriching, invigorating, stimulating, and information stimuli.

12. to network with other district coordinators, to have my knowledge base enlarged.

13. to hear updates on new issues in equity, to renew friendships and network with others from around the state.

14. a chance to learn new things and grow.

15. to discuss gender equity issues.

I got...

1. time to review resources, time to relax, a preview of fall, a greater awareness of Native Americans.

2. an excellent base of information to help implement equity projects in our CESA and in my own school district.

3. information on grant writing. A preview of many AV resources - much needed.

4. information

5. the above and a very good Native American insight. Researching and analyzing grant proposals, and the many resources. Ideas for projects and articles.

6. a better picture of what is going on thru the DPI and Stout Centers, some great insights into successful grant writing, a much deeper understanding of the Native American Indian Culture, appreciation for video production by students (AT RISK!!), and clarity from Melissa on the Equity Report and Plan.

7. a great deal of interaction, revitalized and some wonderful ideas to carry on in CESA #1. Thanks, Linda and Barb!

8. current information on issues, procedures, projects, etc. in equity and ideas in keeping equity moving forward in school, plus information on other cultures.

9. what was on the agenda and more! Best part was the panel of Indian students! (Art really cares about these kids!)

10. a new insight in to grant writing - even though I don't write grants - maybe I should. A lot of information and a new found respect for the American Indian and especially for those wonderful kids.

11. exactly what I expected.

12. the chance to review materials that will be particularly helpful.

13. good ideas on sources of funding for some of my projects, a much greater respect for the struggle of the Native Americans.

14. what I expected - Thanks!

15. a new understanding about Native American cultures and some of the problems and biases they still encounter.

I value...

1. our time together. Though I've heard over the course of the three days - "we need to go with flow", I still value staying on time -- it's something I strive for myself - acceptance and comfort with all members and still don't feel we mix enough - rather stay in "pockets" of comfort (cadre teams, etc.)

2. specific information and resources which I can adapt to our local and regional school situations.

3. Barb Wehman's information on connections. Barb Schuler's information on directives. Sue Foxwell's information on grant sources.

4. updated information related to equity. Things change so fast. I appreciate all the resources that the cadre provides.

5. what I got I value and more.

6. the multi-cultural aspect that we can now be "legally" focusing on, the fact that we have broadened the focus beyond gender equity (that is still an important piece, however), and the wonderful work of Eileen Littig.

7. the opportunity to discuss pertinent issues, gain useful info, etc. Every time I come, I make a new friend and this was no exception. Thanks for the useful structure. It helps get people acquainted.

8. gathering with other equity people and sharing ideas.

9. the information regarding the Sioux, Winnebago, and Ojibwe Cultures. (I would like to hear Hmong women speak and other cultures as well!)

10. everything I learned from the American Indians - that was wonderful - we need to spread that message.

11. the opportunity to be touched by the Ojibwe culture and people. The setting (Lakewoods) was in such wonderful harmony with the topic.

12. opportunities to link and share with others.

13. the background on the Native American culture and their impact on/with nature, the respect Native Americans give to one another.

14. the time, energy, friendship and new ideas.

15. meeting with others who are concerned with gender and racial issues and growing in my understanding.

I need...

1. more time to view resources. More exposure to multi-cultural issues - particularly African American and Hispanic cultures - in format to share with district staff.

2. time to review, read and plan ways to implement the programs which will further the equity issues in our district and region.

3. specific ways to increase the percentage of nontraditional students and for vocational classes as required by Carl Perkins funding. To know where/how/what the next level of equity grant projects should/could look like. Continued review of resources. Harassment resources for grades 4-7.

4. continued, recent statistics and articles related to equity issues.

5. More specifics about the "what if's", i.e., what if schools write a plan and forget it? More student activities.

6. to keep on networking with all of these wonderful people. The facilities were wonderful. Thank you!

7. more time to explore these issues.

8. information on the multi-cultural dimension of equity.

9. two more Wisconsin Sex Equity Model books and one more green expandable folder with cadre information for CESA #3 cadre members that couldn't attend. (You ran out of these latter items when I went to pick them up.)

10. more information about what I can do in my local school. Food and facilities were great. Can we come back again?

11. to diet for the next month because the food was excellent! Also, to become better informed about grants (etc.).

12. to have the cadre meetings reduced to two days.

13. these meetings to continue to make connections with all areas so that duplication is not an issue with the multitude of projects each CESA undertakes.

14. (no response)

15. (no response)

Wisconsin Vocational Equity Leadership Cadre
List of Handouts - Mailed 10/13/93

Competition: Who's Ready?
Melissa Keyes' Grant
Legislative Update - Upcoming Legislation for Gender Equity in Education
Gender Equity in Education Act (HR1793)
National Rainbow Coalition, Inc. letter and brochure
The gender machine-Congress is looking for ways to remove old barriers to girls' success
Male Academies for At-Risk Urban Youth: Legal and Policy Lessons from the Detroit Experience
About Educational Equity Concepts, plus bibliography of resources
Battling the Backlash
After Anita Hill: The New Female Activism
Credit due - Women aren't applauded for success, feminist says
Gender Benders: Changing biases begins at home
The rift between mothers, daughters
2 programs promising for educational equity
Modeling Nontraditional Career Choices: Effects of Gender and School Location on Response to a Brief Videotape
End Bias Against Women Investors
Diversity Spices Congress
Changed roles still fragile
Where are women in the news?
Children's tales need more female heroes
Report: TV fails to mirror reality
Sex, Commercials, Rock 'n' Roll
Himbos: Equality in ads?
"Beefcake" advertising offers new sex objects
Don't dance, do the dishes
Attractiveness Aids Men More Than Women
Minority population outgrowing predictions
Getting to Know About You and Me
Video teaches lessons of racism
Dance on the Edge of the Roof
Order Blank - "Secrets In Public: Sexual Harassment In Our Schools
Wellsley College - Resources
Boy files harassment complaint
Victim of students' cruelty fights back with lawsuit
Survey: Girls Getting Harassed 24

The Pain of Sexual Harassment After 50: Why older women are vulnerable and why they should fight back.
Judge Rules Students Sexually Harassed By Peers May Collect District Damages
"Crisis" forces the sexes to redefine roles
Heroism lost between floors
Sexual Harassment At School
If I Had A Hammer
Quit Trying to Pigeonhole Women
The Reality Check: Compare your salary in '79 and '91
Women still get short-changed
Reports show women continue to earn less, for several reasons
Apprenticeships plug labor gap
Women still earn far less than men
Unpaid work by homemakers under scrutiny
Establishing equal pay for equal work (timeline of drive by women for pay equal to that of men.)
Equal work does not mean equal pay
A decade of women's executive leadership
What Does the Glass Ceiling Cost You?
Now: The Brick Wall
Women Receive The Short End When It Comes To Their Retirement Pension Incomes

Wisconsin Vocational Equity Leadership Cadre

March 8 - 9, 1994
Best Western Royale
Stevens Point, WI

Agenda

Tuesday, March 8 Joint Meeting With VTAE Equity Coordinators

8:00 - 8:45	Registration, Coffee, Networking
8:45 - 9:00	Welcome, Introductions
9:00 - 12:00	Tentative Title: Equity Connections-Tech Prep/School to Work Transition *Mary Wiberg, Iowa State Equity Coordinator*
	Break Provided
12:00 - 1:00	Lunch Provided
1:00 - 2:00	Reaction Panel *Eileen DeGrand Mershart, Wisconsin Women's Council* *Cindy Vaughn, CESA #2* *Mary Jane Best-Louther, WI Department of Public Instruction* *Gabe Wacker, Wisconsin Technical College System* *or* *Betty Ann Battist, Northcentral Technical College*
2:00 - 2:15	Break
2:15 - 4:00	Report on Economic Status of Women in Wisconsin *Eileen DeGrand Mershart, Executive Director, Wisconsin Women's Council*
4:00 - 4:15	Cadre Chair/Project Director's Meeting

... over ...

Wisconsin Vocational Equity Leadership Cadre

March 8 - 9, 1994
Best Western Royale
Stevens Point, WI

Agenda

Wednesday, March 9

7:45 - 8:15	Coffee, Networking
8:15 - 8:30	Introductions
8:30 - 9:00	Leadership for Young Women
	- Young Woman's Agenda 2000 *Jennifer Crapol-Hall, DHSS - Choices Project*
	- Northwestern Wisconsin Rural Leadership Program for Young Women *Jim Lee, CESA #12*
9:00 - 11:30	Effects of Poverty on School Achievement and Behavior *Bob Croninger, University of Michigan*
	Break Provided
11:30 - 12:30	Lunch Provided
12:30 - 1:00	"Women in Construction" Video Presentation *Jocelyn Riley, Her Own Words*
1:00 - 2:00	Equity Update
	Barbara Schuler, DPI *Melissa Keyes, DPI* *Linda Riley, UW-Stout*
2:00 - 2:15	Wrap-Up and Adjourn

DPI/UW-Stout Wisconsin Vocational Equity Leadership Cadre Meeting
March 8 and 9, 1994
Best Western Royale, Stevens Point
Feedback Form

Tuesday March 8	Very Helpful 5	4	No Opinion 3	2	Not Helpful 1	Mean
1. Equity Connections - Tech Prep/School-to-Work Transition... *Mary Wiberg*	5	4	3	2	1	**3.18**

Comments:

I would have liked to hear about specific ways to make equity happen - such as the exact structure of the Flint, MI project that was successful.

She did a nice job, but I have been exposed to this material frequently.

Too, too long - why do we assume an Iowan can tell us about Wisconsin Tech Prep - this was <u>really</u> boring.

Very dry - not a lot of connections.

Interesting but boring presentation.

Last half of discussion - very helpful.

Major weakness - consistent assumptions throughout presentation that audience members were "seasoned" with terminology and reference to legislation, etc. - left "newer" people overwhelmed and confused.

Very informed presenter; tech information very different, new to me - hard to understand.

Too much repetition - Iowa info was interesting - but we needed more connection between Tech Prep/School-to-Work and Gender/Equity.

It would have been helpful to have a copy of the overheads - they were difficult to read.

A pretty good explanation of the two topics.

Long, dry, useful.

Good open discussion and stimulated interest.

Iowa seems much farther behind Wisconsin. A national speaker would have represented what you were trying to get across better.

Do not appreciate being fed CORD charts, RE: Tech Prep - do not need Iowa's version of Tech Prep how will we help people here who do <u>not</u> have a picture of Wisconsin - they only got Iowa. Second part was better - would have helped to have this focus all along. Mary was much more to the point after break and her information comments in the afternoon also quite pertinent.

Why in the world would you invite someone from out of state to talk Tech Prep and Equity in Wisconsin - Very poor lead off presentation. She put the school-to-work initiative back ten years!

Presentation difficult to follow, see overheads. Why have Iowa who "says" we are following Wisconsin present. Why not the national leaders; questions/answer period good!

This presentation was a bit dry...

I needed to hear this - made things clearer.

	Very Helpful		No Opinion		Not Helpful	Mean
	5	4	3	2	1	
2. Reaction Panel	5	4	3	2	1	**3.88**

Comments:

I liked being exposed to a variety of opinions on the same idea. This should be done again with other speakers.

All did a nice job!

Learned more about the subject area.

Panel could have been better prepared.

What great dialog!

Helpful, valuable remarks - good questions and discussion with audience.

Focused comments with added information in an area I'm learning about.

Presenters did a good job of pulling the morning session ideas together.

This was ok - some good points.

Nice variety.

Dean Gagnon was an exceptional part of panel - good discussion.

Interesting discussion.

Helped clear up the Wisconsin picture.

You needed a school representative.

Good comments; good discussion.

	Very Helpful 5	4	No Opinion 3	2	Not Helpful 1	Mean
3. Report on the Economic Status of Women ..... *Eileen DeGrand Mershart*	5	4	3	2	1	**4.14**

Comments:

Too meandering to hold my interest at this time of the day.

Nice job and good discussion on concerns and issues.

Good information - stats a little hard to understand but maybe that's just me.

Wish we had had the info in front of us.

Very informative and useful information and handouts. Ms. DeGrand Mershart's delivery, perception of education and employment issues was reality-based. Validation and encouragement of cadre members was welcomed.

Clear, specific information; well organized; very informative.

Bigger overheads.

I liked the info shared.

Can tell she really believes in what she's doing - also some very good points.

Statistics are something we can work with. These must get out.

We have a lot of work to do!

Great, passionate, informative.

Might have been better if statistics were on a handout.

Eileen is a wonderful advocate; mentor, etc. using stats and charts is difficult to present.

Very good information - wish we had the report in hand.

Good information but difficult to present.

Wednesday, March 9

	Very Helpful 5	4	No Opinion 3	2	Not Helpful 1	Mean
4. Leadership for Young Women..... *Jennifer Crapol-Hall and Jim Lee*	5	4	3	2	1	**3.83**

Comments:

Would like to have results of the Rural Leadership Program next year.

Interesting project in northwest Wisconsin. Too much reading from notes was distracting.

Very dry and difficult to understand.

Good information.

Good to know.

Lets give Jennifer and Jim all the help we can!

Not much more presented than what could have been gained from reading handout.

Practical description of a project in progress - ideas to try - tangible ideas to try.

Very good!

This was done quickly. I wasn't totally clear on how the programs worked or how to get them up and running.

Sounds interesting.

OK

I would have liked even more details - so we could actually reproduce the activity.

Informational

Sounds great - would like to hear the results. The idea of political action for young women is great.

	Very Helpful		No Opinion		Not Helpful	Mean
	5	4	3	2	1	
5. Effects of Poverty on School Achievement and Behavior..... *Bob Croninger*	5	4	3	2	1	4.67

Comments:

Well versed in his subject.

Excellent presentation - terrific speaker with very nice voice and presentation technique.

Extremely interesting - too bad he did not have more time.

Excellent handouts, good overview about poverty.

Sometimes too statistical.

Great info statistics will help with many of my grant proposals.

Good verbal skills - presentation style - good visual (a.v.) and print materials.

Handout very helpful; for future use; very good information - thought provoking research.

Extremely helpful presentation. Presenter's ability to convey statistical info in a meaningful way was extraordinary.

Good overview of the issues on poverty - appreciate the outline and overheads.

Excellent info - definitely will use in our projects! Appreciated wonderful handouts.

I appreciated having the transparencies in our packet to follow along and take notes. The information was very interesting. It was easy to get lost in the standard deviation of numbers, etc., however.

I was aware of some of this. He's extremely organized - a good speaker. Lots of information- maybe too much.

Very good presentation - quite engaging - handouts most useful.

Good but...had trouble reading the report/numbers etc. A summary sheet would be great.

Bob's presentation was excellent, superior, well organized, good handouts - the quality I expect at these meetings.

Excellent information and handouts.

	Very Helpful 5	4	No Opinion 3	2	Not Helpful 1	Mean
6. "Women in Construction" ..... *Jocelyn Riley*	5	4	3	2	1	**4.50**

Comments:

Good video but... Is Jocelyn going to be a regular presenter - seems as though its free advertising. I am opposed to this, if so.

Interesting - too bad not live action and things really should be culturally sensitive.

Nice video

Nice to be able to preview

Excellent resource.

Very good!

Needs manual with history of women.

Excellent resource.

Positive--no mention of "nontraditional" rather "high wages--high skills" - keep it going.

Wonderful - keep up the good work!

Interesting

Why are we inviting venders in to the cadre? On the other hand I did enjoy the video!

Video well done; why slides on video and not video?

Good to see this type of video - we need more. We need to know what these wages are - let the women know.

	Very Helpful		No Opinion		Not Helpful	Mean
	5	4	3	2	1	
7. Equity Update ..... *Barb Schuler, Melissa Keyes, Linda Riley*	5	4	3	2	1	**4.53**

Comments:

Wish she (Melissa Keyes) could have been there.

Helpful update information.

Nice to be able to share what we are all doing.

Just fine!

Let's do our sharing in the morning so we have a chance to network back with individuals.

GESA training might be good. Any short one session topics would be good.

Please rate the following:	Excellent 5	4	Good 3	2	Poor 1	Mean
8. Workshop organization	5	4	3	2	1	**4.35**
9. Overall workshop content	5	4	3	2	1	**4.02**

Comments:

Day two much better!

Good staff development practice includes variety in presentation such as small group discussion, etc. Video of Jocelyn's was great!

10. Handouts	5	4	3	2	1	**4.55**

Comments:

Keep them short and sweet - easier to read and share and more likely to be read by others.

11. Meeting rooms	5	4	3	2	1	**3.45**

Comments:

Length of room a problem.

I could notice smoky air coming into the room - very slight but nonetheless it was evident. Not a very good air system.

Long and narrow setup is tough

Too long and narrow.

12. Meals and breaks	5	4	3	2	1	**3.78**

Comments:

Royale food is average at best.

Breaks yummy.

Put out more diet soda (breaks).

13. I would like to receive the following information/training through the Wisconsin Vocational Equity Leadership Support Project:

Area	Resource Person/Presenter
Schools that have been successful in reaching 25% in vocational classes	Vocational Teachers from identified schools
GESA	
Computer science for Girls	CESA #1
More trainer of trainer programs in general - I need these to boost program offerings to my schools.	
How to increase female participation in Tech Ed	Connecticut DPI folks who did study on females in Tech Ed.
GESA Training	
GESA Training - possibly this summer	
Handling harassment complaints/investigations	OCR Staff?
Nontraditional Occupations - how we can support efforts at promoting NTO especially in working with some very bright people at the technical colleges.	
Homophobia - what schools are/could be doing to combat	GESA
Ojibwa culture	Nick Hockings - Lac du Flambeau
Native American history	present from DPI who had sectional at Madison cadre on Twenty Years in Native American History
Gender Equity and Technology	
Gender Equity and Media	
Tools for Schools	Practitioners
Unique equity support groups	Practitioners
Unique methods for recruiting females in nontraditional areas	Practitioners
Equity Principal/GESA	Melissa Keyes
Computers and Girls	Eileen Dagen, CESA #1
Multicultural Days = Hmong, Hispanic, Black, Asian...	
Wisconsin rural poverty with residency awareness; strategies that work; perhaps with community education, holistic community inter dependency	
Cultural exploration: Asian, African American, Hispanic, German in Wisconsin	
Another opportunity to attend GESA Training would be nice (not in summer unless its in late August)	Melissa Keyes

14. I would recommend the following **resources** on equity issues **other than gender** for the DPI/UW-Stout Equity Resource Center:

Title	Source
What is Sexual Harassment? (This is very good and includes examples of male harassment. Both are inexpensive but good resources)	1994 Learning Seed $89.00 Social Studies School Services 1-800-421-4246
Gender and Communication: She Talks, He Talks	1994 Learning Seed $89.00 Social Studies School Services 1-800-421-4246

A Basketful of White Eggs (book, picture riddles)

Songs of any People (photos taken by African American)

I Dream a World (book, significant Black Women)

Pockets of Hate (video, racism in America)

True Colors (video, primitive program - depicts difference in way blacks and white are treated as consensus)

Eyes on the Price (excellent video series - civil rights movement)

We have explored Native American to some degree. Preteen/adolescent behavior interaction with the legal system. Progress on the corrections systems and the reality of re-entry to society.

15. If possible, I would be interested in receiving graduate credit for participation in the 1994-95 Wisconsin Vocational Equity Leadership Project.

24 Yes **4** No

Comments from Vocational Equity Activity Participant Data:

This body (cadre) needs diversity; representatives from these groups (ethnic category). How might we do that?

Wisconsin Vocational Equity Leadership Cadre Meeting
March 8-9, 1994

List of Handouts

Cover/Acknowledgement
List of Handouts
1994-95 Meeting Dates
Agenda
Evaluation/Participant Data
List of Presenters
NCSEE Conference Brochure
"News Item..." - OH master
"If the world was a logical place.." OH master
"We all find comfort..."- OH Master
Cartoon

Equity in Tech Prep/School to Work Transition

May the Force Be Walloped
Mary Wiberg's Handouts

Women and Work

Women say gender has impact
US Bureau of Labor - Usual Weekly Earnings of Wage and Salary Workers
US Bureau of Labor - Employment and Earning Capacity of Families
US Bureau of Labor - Employment in Perspective - Women in the Labor Force
Woman of many firsts find way to Dearborn
Work and Family
Statistics belie the world's invisible female labor force
Women hit roof over glass ceiling
Women list obstacles to the corner office
Family friendly firms.

Leadership for Young Women

CHOICES Map
Call for Workshop Proposal
Social Work w/Gay and Lesbian Adolescents
Roles and Expectations of Participants in the Young Woman's Leadership Program
The Book: The Political Educator's Guide to Citizen Politics
Teen girls use report to ask for help
Presentation to the Wisconsin Women's Council, Young Women's Agenda 2000, October, 1993
Young Women's Agenda 2000 Peer Survey - Summary of Results

... over ...

Effects of Poverty

Bob Croninger's Handouts
Equity Coalition Newsletter - Poverty and Schools

Miscellaneous

Battered Girls in School
The High Price of Sexual Harassment
Educators Pushing to Erase Sexist Slant in Science Field
Groups Work on Behalf of Women
Sexual Conduct Defined
Hostile Ads Snipe at Culture
Poll: Top Students take Risks too.
Hmong Struggle - Cultures divide Adults and Children
What a doll! Ken come out of the closet
Students perform well on 1993 Third Grade Reading Test
The Rift Between Mother, Daughters
Male bashing reflects social power shifts
Bingeing
Bulimic led secret life of bingeing and purging
Report: Abuse, mutilation threaten women
The Hidden Hurt
Suit calls National Merit Test biased against girls
Feature Theme Articles (Equity) - Views & Visions, Vol. 30, Number 3, December, 1993
Impact of violent films on date rape studied
He Said/She Said
Book maps way through verbal name fields
UW Department of Labor: Commissions, Centers, Government Advocates and programs for women
Cartoon: Sally Forth
Wisconsin Learner Goals, Outcomes & Assessment Newspaper
FY92 Vocational Education Enrollment Percentage by Sex
Needs Assessment Survey: CESA Breakout of Q13 - Equity Support Services
Facts on Working Women
DPI Annual Achievement Report for Vocational Education
FY93 Vocational Education Enrollment Percentages by Sex
Equity in Vocational Education Fact Sheet
Southeast Asian Refugee Studies Newsletter
Girls 'Cheated' at School?

Appendix C

Resources - 1993-94

Guide

DPI/UW-Stout Equity Resource Center

Center for Vocational, Technical and Adult Education
University of Wisconsin-Stout
Linda L. Riley, Project Director

October, 1993

Funded by the Wisconsin Department of Public Instruction, through the Carl D. Perkins Vocational and Applied Technology Education Act, 1990. John Benson, State Superintendent, Barbara Schuler, Administrator, Vocational Equity/Single Parent Programs.

The Department of Public Instruction and UW-Stout do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

DPI/UW-STOUT EQUITY RESOURCE CENTER

This catalog identifies and describes print and audio-visual resources available to Wisconsin Vocational Equity Leadership Cadre members on a free loan basis from the DPI/UW-Stout Equity Resource Center. Others wishing to access resources can do so through their CESA Equity Cadre Members.

LOAN POLICY: Our loan period is 14 days. The borrower is responsible for return postage and insurance when indicated on return instructions that accompany the resources.

EVALUATION: Each resource will include a feedback form designed to evaluate our resources as well as collect end-of-the-year reporting information for our funding source. We would very much appreciate your cooperation in completing and returning this form.

ACCESSING RESOURCES: Cadre members can access resources by completing and mailing the request form found at the back of this guide or calling our office at the number listed below.

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Title Add-Ventures for Girls: Building Math Confidence
1990, WEEA

Grade Junior High/Middle School

Format Teacher's Guide/Activity Book

Description Fun, hands-on activities for middle school students that incorporate strategies and approaches particularly effective with girls.

Title Add-Ventures for Girls: Building Math Confidence
Franklin, 1990. WEEA Publishing Center

Grade Elementary

Format Teacher's Guide

Description Fun, hands-on activities for elementary students that incorporate strategies and approaches particularly effective with girls.

Title America's Civil Rights Movement
Guggenheim, 1989. Teaching Tolerance

Grade Middle School, High School and Adult

Format Video (38 minutes), Text and Teacher's Guide

Description A free film and text curriculum kit for secondary schools. The 38-minute film *A Time for Justice* surveys key civil rights events through historical footage. The 104-page text *Free at Last* profiles those killed during the movement. A 32-page teacher's guide offers lesson plans for 1-day, 3-day or 7-day units.

Title American Women: Their Lives in Their Words
Rappaport, 1990. HarperCollins Publishers

Grade 7 - 12

Format Book

Description Here's the high school general reader we've all been wating for! Well-chosen, multicultural spokesperson from each period tell of women's roles and the evolution of feminist consciousness as women came to regard themselves as independent equals to men. Excerpts from letters, speeches, diaries and interviews are tied together with skillful narration to frame each piece.
(318 pages)

Title An Acquired Taste
Arlyck, 1985. Ralph Arlyck Films

Grade Adult

Format Video (26 minutes)
Discussion Guide

Description A filmmaker turns 40 and casts a wry look back at the school, work and media influences which have shaped his life (and all our lives) through four decades. The film poses critical questions about the pursuit of success - that particularly American fixation with being "number one."

Title Another Half
Hunter-Geboy, Wadsworth, 1985. Bill Wadsworth Productions

Grade 10-12

Format Video (27 minutes) and Discussion Leaders' Guide

Description ANOTHER HALF is a narrative film about two boys and their struggle to define their masculinity. ANOTHER HALF is a story of discovery...the discovery that men can be sensitive, responsible, gentle and caring...that they can be in touch with their inner selves...emotionally expressive...assertive as opposed to aggressive...vulnerable as well as strong...dependent as well as independent...that they can openly share their feelings with each other. ANOTHER HALF will stimulate teenagers to explore this new gender landscape. The story focuses on a situation which underscores the significant relationship between self-awareness and responsible sexual behavior. Discussion Leaders' Guide included.

Title Anti-Bias Curriculum: Tools for Empowering Young Children
Derman-Sparksanch, The A.B.C. Task Force, 1989. Louise Derman-Sparks

Grade Early Childhood, Elementary

Format Book

Description A highly readable book full of suggestions on helping staff and children respect each other as individuals, confronting, transcending, and eliminating barriers based on race, sex, or ability.

Title Anything You Want To Be
Brandon, 1971. New Day Films

Grade 7-12

Format Video (8 minutes)

Description A teenager's humorous collision with sex-role stereotypes.

Title Backlash - The Undeclared War Against American Women.
Faludi, 1991. Crown Publishers, Inc.

Grade Adult

Format Book

Description This book challenges the central, and suspect, thesis of the backlash: that feminism is women's worst enemy, that the very changes that have strengthened women have actually led to their decline. In doing so, Backlash offers a timely and troubling picture of the female picture today, a picture that women and men combat and must not ignore.

Title Bafa' BaFa' - English Version
Shirts, 1977. Simile II

Grade Grade 10 - Adult

Format Simulation - includes cassette tapes, instructor's manual, and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with a different culture.

Title Behind the Mask
Ferguson, 1993. Anti-Defamation League

Grade Elementary

Format Video (8 minutes), Study Guide

Description An animated film that teaches the concepts of stereotype and prejudice. More than 200 children participated directly in the making of this film. A detailed study guide includes a week of colorful activities to supplement the video.

Title Being Fair and Being Free
1986. Anti Defamation League of B'nai B'rith

Grade 9-12

Format Reproducible Lessons

Description Key aspects of human relations presented in the form of 20 reproducible lessons. The lessons help students understand the nature of prejudice, its long-range consequences, how it undermines the individual and the nation, and how it conflicts with basic American values.

Title Betty Tells Her Story
Brandon, 1972. New Day Films

Grade

Format Video (20 minutes)

Description A revealing exploration of beauty and self-image.

Title Beyond Macho
1993. Humanities, Inc.

Grade 11 - 12th Grade

Format Video (26 minutes)

Description This program explores the new roles for men that have evolved as a result of economic and cultural changes and the women's movement, and portrays a new species, the "house-husband."

Title Black Women in White America: A Documentary History
Lerner, 1972. Random House, Inc.

Grade 9 - Adult

Format Book

Description A magnificent collection of original documents in a single, inexpensive volume. Covering the period from the 1800s to the present, these letters, journals, and other first-person accounts reveal the strength, pride and sense of community of Black women in the U.S.
(630 pages)

Title Building Linkages/Building Fairness Resource Directory of Nontraditional Role Models for Career Exploration
Baldus & Foxwell, 1989. CVTAE

Grade 10-Postsecondary/Adult

Format Resource Directory

Description Contains listing of men and women (many working in nontraditional occupations) who have agreed to share their experiences with teachers and students.

Title Career Education for Disabled Women and Girls
Hopkins-Best, Murphy and Yurcisin, 1986. The Carroll Press

Grade 7-Adult

Format Trainer's Manual - Handbook of Activities

Description This book was written in response to the critical need for comprehensive and specific career preparation for disabled girls and women. The book is divided into eight topic chapters: Conquering Career Stereotypes, Utilizing Your Legal Rights, Assessing Your Career Potential, Asserting Yourself, Exploring Nontraditional Careers, Breaking the Barriers, Seeking Employment, and Balancing Personal and Professional Roles.

Title Career Fair - Survival Kit
Makiya, 1991. University of Hawaii

Grade 7-12

Format Booklet
Microsoft Word 4.0 Diskette

Description The purpose of this handbook/computer disk is to help school administrators, faculty, and staff plan and implement a career fair, just one type of activity that can be conducted to help students learn about occupations and expand life options. It contains a description of different types of career fairs, career fair coordinator's survival kit; and sample evaluations, forms, letters, and lists.

Title Carl
Williams, 1991

Grade 7 - 12

Format Video (35 minutes) and discussion guide

Description "Carl" is based on a true story of a young man who faced discrimination daily and took his own life when the teasing became too painful. Through the moving portrayed of Carl's life and death, members of the audience are compelled to examine their own reaction to people who may be different. "Carl" reflects the growing interest in ethical behavior of young people and gives perspective on the struggles between the disadvantaged and the priviledged and recognizes the emotional and psychological impact teasing has on students. A study guide is included.

Title Challenges: A Young Man's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 9-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop shells in goal setting, skills, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This parallels the "Choices" book for females.

Title Changing Channels
Buschjost, 1990. Missouri Department of Elementary and Secondary Education

Grade 7 - 12

Format A five part video series (Approximately one hour per set)

Description This video series includes students, persons enrolled in featured programs, and persons employed in occupations using interactive teleconference technique. Provides an honest perspective on positive and negative attitudes experienced by nontraditional role models. Series includes: Introduction to High Tech Careers for Women, Drafting and Computers, Electronics and Robotics Manufacturing, Aviation and Avionics, and Laser Technology.

Title Choices, 1990
New Mexico State Department of Education

Grade 6-12

Format Video (30 minutes)

Description Interviews people who pursued nontraditional jobs based on nontraditional choices made in high school. (Drafter, construction worker, emergency room technician, industrial engineering technician, pulsed power technician, paramedic, firefighter, data transcriber, auto mechanic, radio grapher etc.)

Title Choices: A Teen Woman's Journal for Self-Awareness and Personal Planning
Bingham, Edmondson and Stryker, 1984. Advocacy Press

Grade 7-12

Format Book

Description This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive, independent human beings. These self discovery books practically teach themselves and help students to develop skills in goal setting, decision making, assertiveness and career research. Instructor's guides and consumable workbook available from publisher. This paralells "Challenges" book for males.

Title Classroom Activities in Sex Equity for Developmental Guidance
1988. WI Department of Public Instruction

Grade K - 12

Format Activity Guide

Description The sex equity activities in this book have been selected and organization to complement the Wisconsin Developmental Guidance Model which focuses on the three major areas of student development; namely, learning competencies, personal and social competencies, and career and vocational competencies.

Title Comparable Worth: Analyses and Evidence
Hill and Killingsworth, 1989. Cornell University

Grade Adult

Format Book

Description Compensation according to comparable worth is one of the most sweeping changes ever proposed for the U.S. economy. Supporters and critics have often been more concerned with advocacy than with careful analysis. Here, at last, is a carefully reasoned discussion of this controversial issue. The contributors include Mark Aldrich, Robert Buchele, Ronald G. Ehrenberg, Jocye P. Jacobsen, and Elaine Sorensen. Each of the essays is followed by the comments of two respondents, including an attorney, a human resource management specialist, sociologist, and a political scientist. Their remaks extend the range and balance of this volume's approach. Relying on rigorous analysis and empirical evidence, *Comparable Worth: Analyses and Evidence* brings new insights and new evidence to the debate. This volume will interest economists, social scientists, and compensation specialists looking for a broad perspective on the topic of comparable worth.

Title Contemporary Perspectives on Masculinity: Men, Women, and Politics in Modern Society
Clatterbaugh, Westview Press

Grade Adult

Format Book

Description This book discusses contemporary sociopolitical perspections on masculinity.

Title Crossing Cultures II Third World Women
Valiant, 1983. Rutgers-The State University of New Jersey

Grade 6-12

Format Book - Classroom Activities

Description A book of ideas, materials, and activities focusing on Asian, Asian-American, Black, Hispanic and Native American Women.

Title Crossing the Line - Sexual Harassment Among Students
Kitchener, Reese, Sepler and Associates, Inc. and Bera, 1992. Intermedia, Inc.

Grade 7 - 12

Format Video (30 minutes) and four - 40-minute lessons

Description This program deals with sexual harassment among students which is being recognized as a form of discrimination that can deny students their education opportunity. "Crossing the Line" encourages students to examine and change their behavior concerning sexual harassment, and to create their own positive school environment. This new program includes a video, teacher's guide, overheads, student handouts, posters, and information for parents.

Title Dangerous Memories Invasion and Resistance Since 1492
Golden, McConnell, Mueller, Poppen, Turkovich, 1991. The Chicago Religious Task Force on Central America

Grade K-12

Format Book

Description This book is written in a different way from the usual history text. It is a source book for reading primary documents, comments on history, and historical summaries related to the colonization and conquering of the Americas. The authors have attempted to provide some of the vision and voices of the history which are not usually seen or heard in mainstream education curricula.

Title Dear Lisa: A Letter to My Sister
Clements, 1991. New Day Film

Grade 9-Adult

Format Video (45 minutes)
Discussion Guide

Description This film is a mosaic of varying statements, experiences and stories based on 13 interviews with women and girls from various backgrounds. Topic areas cover childhood play, the workplace, motherhood, relationships, body image, sexual assault and self-esteem.

Title Dictionary of Bias-Free Usage (The): A Guide to Nondiscriminatory Language
Maggio, 1991. The Oryx Press

Grade 5 - Adult

Format Book

Description Dictionary of bias-free terms

Title Dreamworlds
Jhally, 1990

Grade High School, College and Adult (CAUTION: PREVIEW BEFORE USING)

Format Video (55 MINUTES)

Description This tape presents an accessible way to be able to talk about these representations and the role they play in how, young people especially, think about and behave in everyday life with regard to sexuality and gender. It uses the images of music videos themselves, rearranged and recontextualized, to highlight the precise nature of this world. It concretizes the issues by examining the relationship between video images of women and the very prevalent problem of date rape and sexual violence toward women.

Title Engineering: A Women's Career
Daniels, Purdue University

Grade 9 - Adult

Format Video (25 minutes)

Description This video starts out a bit slowly but the introduction is followed by interviews with many females in a variety of engineering jobs who share the advantages of careers in engineering as well as some of the aspects of being in a nontraditional field. The women also discuss activities, hobbies, marriage, families, and children in a way that portrays female engineers as well-rounded individuals who are involved in traditional as well as nontraditional pursuits.

Title Equity Principal (The) - An Inclusive Approach to Excellence
Grayson, 1987. D. Grayson & Los Angeles County Office of Education

Grade K - 12

Format Training Manual

Description This training includes research and self-assessment on effective schooling and what effective administrators can do to maximize the potential for all students to achieve. Equity concepts related to gender, race, disability, national origin and socio-economic class are infused to ensure an inclusive approach to excellence.

Title Equity - Sex Equity Staff Development Modules Administrators and Supervisors
Soldwedel, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is on vocational education and nontraditional careers.

Title Equity - Sex Equity Staff Development Modules Counselors and Occupational Specialists
Soldwell, 1988. University of North Florida

Grade

Format Training Program

Description Twelve staff development/staff training modules to promote equity. Emphasis is placed on vocational education and nontraditional careers.

Title Fable of He and She (The)
Noyes, Coronet/MTI Film & Video

Grade K - Adult

Format Video (11 minutes)

Description This animated fable by Eliot Noyes, Jr., gently challenges stereotyped and sexist thinking and celebrates the joys of individual self-expression.

Title Fatherhood: Past, Present and Future
Levine

Grade 9 - Adult

Format Audio Tape

Description A presentation from a public radio broadcast in which Dr. James Levine talks about fatherhood and family.

Title Finding Our Way - Men Talk About Their Sexuality
Kaufman, Lipman, Thompson

Grade Adult

Format Video (38 minutes) and Study Guide

Description How men view their own sexuality is the subject of this documentary. Gathered together for a weekend retreat to talk about their sexual selves, twelve men of different ages, backgrounds and sexual orientations participate in candid discussions that question the equation of aggression, domination and conquest with being male. A first step toward the creation of new role models, FINDING OUR WAY provides a rarely seen close-up of intergenerational men that will serve as an excellent springboard for discussion.

Title First Day of School in America (The)
Magic Video Productions/NEWIST

Grade 7 - 12

Format Video (40 minutes)

Description This 40-minute drama is the story of Kou Yang's first experience in an American high school. He doesn't understand English or the teachers, yet his parents expect him to do well. He also finds his accent and very self to be a source of amusement and disdain to his classmates. Yet in the midst of all this discomfort, Kou Yang finds he has a crush on an unattainable American girl. Watch Kou develop the courage to communicate with this girl. Watch how he, for himself, breaks down the wall of social isolation. The **First Day of School in America** was made by Magic Video Productions, a JTPA-sponsored video company employing Southeast Asian high school students in Green Bay, Wisconsin.

Title From A auto mechanic to Z zoologist - Go For It!
Ucciferri and Butler

Grade Middle School/High School

Format A Directory of Role Models for Career Exploration

Description A role model directory of women in challenging careers.

Title Funny Ladies: A Portrait of Women Cartoonists
Briggs, 1991. New Day Films

Grade High School - Adult

Format Video (46 minutes)
Study Guide

Description Lively and intimate portraits of the cartoonists behind America's best-loved comic strips by women: "Brenda Starr," "Cathy," "Sylvia," and "Ernie Pook's Comeek." FUNNY LADIES reveals the process of creating a comic strip, examines the role cartoonists play in commenting on society and celebrates the contributions of women to cartoon art since the turn of the century.

Title Gender Issues in Contemporary Society
Constanzo and Oskamp, 1993. Sage Publications

Grade High school - Adult

Format Book

Description The study of how gender influences social life has moved from the outskirts of psychology to the center of current research in the field. Conflicts surrounding these issues not only have impacted the environments of home and work, but have also stood directly in the forefront of our national attention as was seen in the Thomas confirmation hearings and the William Kennedy rape trial.

Title Gender: The Enduring Paradox
1991. PBS Video

Grade High School

Format Video (58 minutes)

Description This program explores the subject of gender in American society, from the formation of childhood gender roles to socially-constructed notions of masculinity and femininity, exploring the validity of popular ideas about men and women and illustrating the paradox and contraditions of gender.

Title Giving Direction to Life
Gipson, 1991. Project TEAM

Grade 7 - 12/Adult

Format Book

Description The major purpose of this publication is to highlight existing successful partnerships between Local Education Agencies (LEAs) and Community-Based Organizations (CBO's), to recognize barriers to such partnerships and provide strategies for partnerships that prepare youth and adults for tomorrow's work force.

Title Going Places: An Enrichment Program to Empower Students
Eldred, Bailey, Christiansen, Crane, Takashima, Van Gelder, Walker, Bacca, 1991. WEEA Publishing Center

Grade Middle School

Format Book

Description *Going Places: An Enrichment Program to Empower Students* is an important resource for schools seeking to reduce dropout rates and encourage high school success. Based on the successful San Diego model, *Going Places* addresses the specific needs of potential dropouts with a focus on enrichment and hands-on, cooperative group learning. This intensive program develops and builds self-esteem, improves problem-solving and decision-making skills, and develops leadership skills-all designed to help students begin high school with a successful experience. Details how to implement the program, how to recruit students, and guides teachers through the daily plan for eighteen weeks. Designed to help middle school students learn about themselves and think about issues, *Going Places* emphasizes support groups, a sense of belonging, and parent involvement in the education of their children. Description guides refer to three videos, "One of a Kind", "Seeing Yourself" and "Being Yourself."

Title Growing Up Female
1990. New Day Films

Grade Adult

Format Video (50 minutes)

Description GROWING UP FEMALE shows the socialization of the American woman through a personal look into the lives of six women, ranging in age from 4 to 35. We see the forces that shape them - parents, teachers, guidance counselors, advertising images, pop music, and the institution of marriage. A classic film produced in 1971 at the birth of the modern women's movement, it offers us a chance to see how much has changed - and how much remains the same. Purchased by over 400 universities and libraries.

Title Heart on a Chain: The Truth About Date Violence
Advanced American Communications

Grade 9 - 12

Format Video (17 minutes)
Discussion Guide

Description This informative program addresses the issue of teenage date violence by speaking directly to young abusers and victims. Dramatically staged, it demonstrates the behaviors of several teenagers as each relates to a dating partner.

Title Heroes and Strangers
Rasmussen and Heriza, New Day Films

Grade 9 - 12

Format Video (28 minutes)
Viewers Guide

Description Whether a hero or a stranger in the family, men's roles are changing. This documentary explores a father/daughter and a father/son relationship, revealing the complex social and economic forces affecting the role of men in the family. Raising provocative questions about love, work, and gender roles, HEROES AND STRANGERS will generate discussion about the possibility of change in family structures and relationships.

Title How High the Sky? How Far the Moon?
Menard, 1979. Education Development Center

Grade K-12

Format Activity/Curriculum Book

Description A comprehensive program for teaching science and equity at the same time. For grades K-12, lessons are arranged by grade levels and contain lesson plans and materials.

Title How to Tell the Difference: A Checklist for Evaluating Children's Books for Anti-Indian Bias
Slapin, Seale, Gonzalez, 1992. New Society Publishers

Grade K-12

Format Book

Description This checklist makes it easier for a teacher, parent, librarian or student to choose non-racist and undistorted books about the lives and histories of the People. Gives examples of several established criteria. (32 pages)

Title Increasing Options Through Life Work Planning
Gassman and Deutsch, 1990. WI Department of Public Instruction

Grade 7 - 12

Format Book, facilitator guide, activities, handouts, and resources

Description Life work planning is a process that helps individuals develop tools for gaining and maintaining self-direction in the face of many choices. It is a step-by-step method of examining skills, values, interests, and needs and is invaluable for surviving and thriving in a complex and rapidly changing world of employment, home and family, education and leisure.

Title Individual Differences: A Program for Elementary School Age Children
Cummings, London, Moore, Raschke, Schwartz & Tofley, 1974. Madison Public Schools

Grade K-5

Format Activity Book

Description A wide variety of activities focus on issues that engage each student's individual capacities. They help children gain a better understanding of themselves as individuals and enhance their respect for differences in others.

Title It's In Every One of Us
Krutein & Pomeranz, 1987. Wernher Krutein Productions, Inc.

Grade K - 12/Adult

Format Video (7 minutes)

Description IT'S IN EVERY ONE OF US is a powerful reminder of our common humanity. This unforgetable seven minute video blends heart-warming images of our global family with music and lyrics that celebrate the human spirit. It lets us *feel* the wisdom and truth we all carry within us. Enchanting to both adults and children.

Title It's Not Always Happy At My House
MTI Film & Video

Grade K-12 **This program must be previewed and audience prepared before showing.**

Format Video (34 minutes)
Discussion Guide

Description Made especially for children, this program was designed to aid in breaking down the sense of isolation and secrecy that prevails in the battered family. In a realistic dramatization, the central family is shown taking the necessary, though not easy, steps to ensure their safety and to learn about the violence in their own lives. This program will also be an important consciousness-raising tool for individuals working with children, and those responsible for developing or administrating policy and legislation concerning domestic violence.

Title Just What the Doctor Should Have Ordered
A Prescription for Sex-Fair School Health Services
Dunklie, 1989. WEEA Publishing Center

Grade K-12

Format Book

Description This manual provides a way for anyone concerned with health services--as a consumer, as a provider, or as an administrator--to evaluate health services and begin to identify ways to make them more equitable for girls and boys, for women and men. Includes sections on Title IX, pregnant students, sex education, student health insurance, sports medicine, AODA programs, etc.

Title Kylie's Song
Sheehan, 1988. Advocacy Press

Grade K-6

Format Book

Description Kylie's unique singing talent is scorned by her neighbors. But, with work and determination, she not only fulfills herself, but also earns their respect and love. Selected by the Coors Foundation for Family Literacy for their national program.

Title Let's Begin With Us - A Regional Equity Conference
Ross

Grade K-12

Format Manual

Description This manual describes how the Ysleta Independent School District in Texas implemented a sex equity regional conference. It includes many helpful hints and samples of letters, schedules, brochures, etc.

Title Louisiana Women in Nontraditional Occupations
Louisiana Department of Education

Grade 9-12/Adult

Format Video (of slides with narrative) (23 minutes)

Description A very long sampling of Louisiana women in nontraditional jobs. Narration includes descriptions of jobs, duties, promotions, salary, etc.

Title Maid of the North (The)
Phelps, 1981. Henry Holt and Company

Grade 4 - Adult

Format Book

Description Delightful! Twenty-one traditional folk/fairy tales featuring self-confident, heroic, clever, resourceful figures in leading or crucial roles. Heroines represent a variety of ethnic and cultural backgrounds, including American Indian, Japanese, Russian, Scandinavian, Celtic, and East Indian.
(176 pages)

Title Making Points
Girls Club of America, A Middlemarch Films Production

Grade 7 - 12

Format Video (11 minutes) - Leader's Discussion Questions

Description The pervasive effects of sex role stereotyping are vividly emphasized in the topsy-turvy world.

Title Making Waves: An Anthology of Writings By and About Asian American Women

Grade 10 - Adult

Format Book

Description By and about women who trace their roots to Asia, this ground-breaking anthology includes autobiographical writings, poems, short stories, essays and photographs. Arranged thematically around topics of importance to this growing community - immigration, war, work, generations, identity, discrimination, and activism - this book shows that Asian-American women are not afraid to speak their minds.
(481 pages)

Title Man Oh Man
Clements, New Day Films

Grade

Format Video (18 minutes)

Description MAN OH MAN takes a loving, curious look at the forces which mold young boys into men. Men from all walks of life speak with humor and sadness about what is expected of them. Explores personal definitions of masculinity, inter-gender communications, self-worth, gender stereotyping, and changing roles. As an honest representation of one filmmaker's glimpse into the male world, it is guaranteed to spark audience interest and stimulate discussion.

Title Measures and Standards Teleconference
Missouri Department of Elementary and Secondary Education

Grade Adult

Format Video (1 hour, 15 minutes)

Description This live/interactive teleconference focus on the development and implementation of a system of core measures and standards. It provides information regarding compliance information of Perkins II, discusses procedures for determining measures and standards and develops a greater understanding of the role of measures and standards in the total vocational accountability process.

Title Men Are From Mars, Women Are From Venus
Gray, 1992. HarperCollins Publishers

Grade 10 - Adult

Format Book

Description Once upon a time Martians and Venusians met, fell in love, and had happy relationships together because they respected and accepted their differences. Then they came to Earth and amnesia set in: They forgot they were from different places. Using this metaphor to illustrate the commonly occurring conflicts between men and women, Dr. John Gray explains how these differences can come between the sexes and prohibit mutually fulfilling loving relationships. Based on years of successful counseling of couples and individuals, he gives advice on how to counteract these differences in communication styles, emotional needs, and modes of behavior to promote a greater understanding between individual partners. *Men Are from Mars, Women Are from Venus* is an invaluable tool for developing deeper and more satisfying relationships.

Title Men's Lives
New Day Films

Grade 9-12/Adult

Format Video (43 minutes)

Description This film discusses expectations of parents, teachers and role models presented in sports, advertising, and media that give messages to males about what it is to be a man.

Title METOO Checks into Attitudes
Madsen-Clark, Scholz, 1991. Dragons are Too Seldom Productions

Grade K-6, Special Needs Students

Format Activities Kit

Description The purpose of this activity kit is to: explore skills and attitudes that will effect life long career choices, discuss coping skills while students are attending school, and empower students to "think" about options available to them.

Title Mind Parasites (The)
Wilson, 1967. Oneiric Press/Wingbow Press

Grade 9 - Adult

Format Book

Description

Title Mindset for Math (A): Techniques for Identifying and Working with Math-Anxious Girls
Genshaft, Haglieri, 1987. WEEA

Grade 4 - 9

Format Activity Book

Description A program for upper elementary and middle school students that treats anxiety as a component of math instruction. Helps girls recognize feelings of anxiety and learn to reduce them, using proven stress-reduction techniques. Activities make math relevant and fun.

Title Mini-Films on Prejudice (ADL-PSA's)
Anti-Defamation League

Grade 7 - 12/Adult

Format Video (10 minutes)

Description A series of 12 mini-films designed to introduce students to the nature of prejudice. Celebrities commenting on the evils of prejudice include Edward Asner, Erik Estrada, Bonnie Franklin, Larry Hagman, Judd Hirsch, Linda Lavin, and Carroll O'Connor.

Title Minou
Bingham, 1987. Advocacy Press

Grade K-12

Format Video (18:30 minutes)

Description Minou lived a Cinderella life. Her owner, Madame Violette, saw to her every need. Minou probably would have lived "happily ever after," but tragedy strikes and Minou finds herself on her own, completely unprepared to take care of herself. As she learns the skills to become self-sufficient, she takes us on a gorgeously illustrated exploration of the sights and architecture of Paris.

Title Mirror, Mirror
Krawitz, 1990. Women Make Movies

Grade 9-12/Adult

Format Video (17 minutes)

Description MIRROR, MIRROR provacatively explores the relationship between a woman's body image and the quest for an idealized female form. Thirteen women, of varying age, size, and ethnicity, candidly reveal the ambivalence with which they regard their own bodies.

Title Mother-Daughter Choices
A Handbook/Video for Coordinators
Bringham, Quinn, Sheehan, 1988. Advocacy Press

Grade 4-6

Format Handbook/Video

Description Six week proven program for small groups of mothers and daughters. Prepares pre-teens for peer pressures and critical decisions they will face on entering puberty. Strengthens trust and communication. Encourages goal setting. Includes presentations, meeting guidelines, publicity and more. Video shows programs in session.

Title Mothers of Invention from the Bra to the Bomb, Forgotten Women and their Unforgettable Ideas
Varc and Ptacek, 1987. Quill William Morrow

Grade 9-12/Adult

Format Book

Description All of the following were discovered or invented by women: nuclear fission, pink champagne, solar heating, the bra, drip coffee, radioactivity, the Barbie doll, pulsars, the ice cream cone. But how many of these women's names and achievements are remembered by history? Informative, poignant, and sometimes very funny, this book presents the stories of some remarkable women who did not let the odds stop them from tinkering with the way things were and coming up with something better.

Title New Men, New Minds, Breaking Male Tradition
How Today's Men Are Changing the Traditional Roles of Masculinity
Abbott, 1987. The Crossing Press

Grade Adult

Format Book

Description Provides an excellent opportunity to appreciate the pro-feminist men's movement at its highly personalized, casual, deliberately non-authorative best. It is a book about pain, support, violence, eroticism, change and love. The book reflects the process of bridging insight into action in its organization. It begins with a section on fathers and mens stories, continues with stories of changing men and concludes with a deeper look at how men are becoming whole.

Title Nuts and Bolts of NTO (The): How to Help Women Enter Nontraditional Occupations
Sanders, 1986. The Scarecrow Press, Inc.

Grade Adult

Format Book

Description Although the second edition was published in 1986, the format, suggested activities, information presented are still very relevant for the 1990's. It is one of the most comprehensive, detailed publications for helping educational institutions provide a program to help women enter and succeed in nontraditional occupations.

Title Ojibway Music from Minnesota
A Century of Song for Voice and Drum
Vennum, 1989. The Minnesota Historical Society

Grade K-12

Format Cassette Tape (35 minutes)
Guide

Description

Title Once Upon A Choice
Brandon, 1980. New Day Films

Grade 7-12

Format Video (15 minutes)

Description A humorous, original fairy tale dealing with sex-role stereotypes.

Title Pioneer Women - Selections from Their Journals
1974. Caedmon Records

Grade 7-12/Adult

Format Two Audio Tapes (2 hours total)

Description Tape 1 - Side 1: Pioneer Daughter: Journal of Elenore Plaisted
Tape 1 - Side 2: Missionary Wife: Diary of Mary Richardson Walker
Tape 2 - Side 1: The Army Wife: Recollections of Martha Summerhayes
Tape 2 - Side 2: The Homesteader: Letters of Elinore Pruitt Stewart
Read by Sandy Dennis and Eileen Heckart

Title Pioneer Women's Diaries Dane County/Wisconsin
Riley, 1986. Her Own Words

Grade 9 - 12/Adult

Format Video (15 minutes)

Description The spontaneous observations of upper midwestern pioneer women are brought to life through lively music, a vivid first-person narration, and colorful photography of quilts, clothing, cradles, diaries, pionee. artifacts, restored prairies, and log cabins.

Title Pioneering Programs in Sex Equity: A Teachers Guide
Smith & Farris, 1982. American Vocational Association

Grade 7-12

Format Teacher Guide

Description A guide to sex equity activities that can be used to encourage students who are interested in nontraditional work.

Title Rafa'
Spanish version of BaFa' BaFa'
Shirts, 1976. Simile II

Grade 10 - Adult

Format Simulation includes cassette tapes, instructor's manual and materials

Description A cross-cultural simulation designed to create a situation which allows us to profitably explore the idea of culture, create feelings which are similar to those one will likely encounter when one travels to a different culture and experiences observing and interacting with ε different culture.

Title Rainbow Tribe
McGaa, 1992. Harper San Francisco

Grade High School/Adult

Format Book

Description This book traces the origins of the Rainbow Tribe, their ceremonies and spirituality. This book has meaning for all people who are interested in stopping the past practices of human and environmental destruction. The knowledge gained has the potential to nuture a commitment to a world wide environmental undertaking to rebalance and save Mother Earth.

Title "Remember the Ladies?" A Handbook of Women in American History
Franklin & Wolf, 1980

Grade 9 - Adult

Format Book

Description This handbook of women in American history includes writings of, or about, women from various eras in American history, including the years from 1600 to the present.

Title Power Pinch
MTI Film & Video

Grade 10 - Adult

Format Video (23:31 minutes), Leaders Guide and Manager Handbook

Description Sexual Harassment in the Workplace guided by host Ken Howard sheds light on the many aspects of the sexual harassment issues. Interviews and dramatizations illustrate the three types of sexual harassers: the power player, the office adapter, and the victim of mixed signals.

Title Profiles of Transformation
Grasso, 1990

Grade 10 - Adult

Format Program Guide

Description A practice-based program development guide, provides insight into the experiences, perspectives, and needs of educationally and economically disadvantaged women. Profiles of Transformation is based on over ten years of experience developing programs that effectively transition low-income women, minorities and special populations into a changing labor-market.

Title Promoting Self-Esteem in Young Women
University of New York

Grade

Format Teacher's Manual

Description An overview of some of the special problems of self-esteem in girls and young women and includes suggested classroom activities that can be helpful in promoting self esteem.

Title Resources for Educational Equity
Froschl & Sprung, 1988. Garland Publishing, Inc.

Grade Pre-Kindergarten through 12

Format Book (1988)

Description A comprehensive compilation of available resouces to help teachers locate the materials they need to create equitable curriculum and classroom environments. Includes contributions by Barbara Bitters and Melissa Keyes.

Title "Respect Can't Be Beat!" Preventing Teen Dating Violence
Sausa, et al. Dating Violence Intervention Project

Grade

Format Training Manual and Curriculum

Description Instructor manual and three session curriculum for training peer leaders for preventing teen dating violence.

Title Sacred Hoop (The): Recovering the Feminine in American Indian Traditions
Beacon Press

Grade Grade 10 - Adult

Format Book

Description A landmark book. Seventeen essays about women's central roles in Native American societies, before and after the conquest, reveal how completely different American Indians' views of the world were from those of Europeans. Topics range from tribal myths to women chiefs and warriors, to gender and power, violence against women, and contemporary American Indian prose and poetry.
(331 pages)

Title Science Equals Success
Conwell, 1990. WEEA Publishing Center

Grade 4 - 9

Format Activity Book

Description Contains over 30 hands-on, discovery-oriented science activities designed especially for girls and students of color in grades 4-9. The activities incorporate problem solving, cooperative learning, spatial skills, and career awareness processes recommended by the EQUALS Program. A collaborative effort of the University of North Carolina-Charlotte, the Charlotte-Mecklenburg School System, and the Science Museums of Charlotte, Inc.

Title Sending the Right Signals
Mitchell & Scannella, Jersey City State College

Grade 6-12

Format Video (15 minutes), Student Handbook/Trainer Handbook

Description Sending the Right Signals is a training package developed for use in schools to help combat and prevent sexual harassment. It is approximately a six hour full day workshop that can be divided into class periods for seven days.

Title Sewing Woman
Deepfocus Productions

Grade 9-12

Format Video (14 minutes) and Study Guide

Description "Sewing Woman" tells the universal story about one woman's determination to survive--from an arranged marriage in old China to working class comforts in modern America. The film is based on oral histories and the lifestory of the filmmaker's mother. Designed for use in a variety of disciplines. Study guide included.

Title Sex and Gender
Shaver & Hendrick, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description This book contains 12 chapters written by personality-social psychologists whose work spans the range of current (1987) thinking about sex and gender.

Title Sex Equity in the Classroom (formerly Intersect)
Sadker & Sadker, The Network Inc.

Grade K-12

Format Video (27 minutes)
Participant Manual, Micro Teach Skills, Problem Solving Skills, and Observation Manuals included

Description An overview of research on teacher-student interaction and its implication for equitable treatment in the classroom. Contains teaching vignettes, analysis, charts and strategies for more effective teaching.

This is the former Intersect tape that has been updated and is an excellent introduction and overview of sex equity in the classroom.

Title Sexes (The): Working Together
Smith, 1989-1992. The Alburquerque Tribune

Grade K-12

Format Book

Description A collection of 180 newspaper columns printed by *The Albuquerque Tribune* between January 1989 and August 1992 and distributed nationally by Scripps-Howard News Service. Lively, practical and down-to-earth, the columns capture Amanda Smith's philosophy that the best way to equality, individual development and independence is for women and men to focus on learning to work together. Topics include: the hidden barriers to partnership; working together successfully; male/female communication; woman-to-woman working relationships; language; names and titles; humor; bodies; family values; men; education; money; useful organizations; and politics both domestic and individual. The columns draw on Amanda Smith's experience as a consultant to education and industry, and range from her childhood on a farm in Virginia to a series of campaign seminars in Eastern Europe just before the first free elections in 1990.

Title Sexual Harassment and Teens
Strauss, 1992. Free Spirit Publishing Inc.

Grade 7 - 12

Format Training Program

Description Unit 1 - What is Sexual Harassment
Unit 2 - What Are the Causes of Sexual Harassment
Unit 3 - How Can We Prevent and Stop Sexual Harassment

Each unit includes objectives, suggested scripts, simple elementary activities and materials, discussion questions, reproducible pages for transparencies, etc.

The program also includes a Sexual Harassment Survey.

Title Sexual Harassment: Minimize the Risk
McGrath, 1993

Grade K-College

Format Videos, Written Materials

Description A complete training program for students and staff. This multi media program is designed to minimize the risk of injury and lawsuits. The program includes video presentations for administrators, community, staff, and students; as well as comprehensive lesson plans, a state-of-the-art investigator's manual, and reproducible forms and checklists.

Title Sexual Harassment To Teenagers It's Not Fun - It's Illegal
Strauss, Minnesota Department of Education

Grade 6-12

Format Curriculum

Description This packet of materials contains a suggested three-class-hour curriculum for junior and senior high school students and utilizes a combination of lecture and student activities to teach students the following: definition and causes of harassment, legal liability, how sexual harassment affects teenagers, what do do if one is a victum and steps for preventing sexual harassment. "Notes to Teachers" provides background information on the issue.

Title Sexual Orientation: Reading Between the Labels: Issues facing gay and lesbian youth
Littig & Rogers, NEWIST

Grade 9-Adult

Format Video (28:30 minutes), Teachers Guide

Description The purpose of this program is to stimulate discourse and promote understanding on the subject of homosexuality. Homosexual teens, their parents, and experts on the issue contribute to an insightful discussion of a socially sensitive issue. This program defines myths, analyzes the kinds and causes of homophobia, suggests the ways gay teens can bolster their self-esteem, and makes the case for tolerance. It also recommends constructive strategies that schools can implement to promote sexual orientation equity on their campus. A reasonable, humane treatment of a controversial subject.

Title She's the Engineer
Cornell University, 1992. Insights Video, Inc.

Grade 5-12

Format Video (12:20 minutes)

Description A fast-paced videotape called *She's the Engineer* is helping girls and young women decide whether engineering is the right career choice. The tape discusses college life as well as different careers involving engineering.

Title Shortchanging Girls, Shortchanging America
1991. American Association of University Women

Grade

Format Video (15 minutes) and materials

Description Video - Clearly underscores the need for major changes in the ways girls are taught and treated in schools.
Summary - AAUW's national poll highlight the survey results, with charts and graphs.
A Call to Action - AAUW poll and Educational Equity Roundtable, with action ideas for community involvement and change.
Briefs - AAUW issue briefs that provide an overview of today's most critical education issues, along with strategies for action. Ideal for distributing to community leaders and educators.

Title Sky's the Limit in Math-Related Careers (The)
Askew, 1982. WEEA Publishing Center

Grade 9 - 12

Format Handbook

Description In this informative handbook, women working in computer science, engineering, finance, and other math-related fields offer lively anecdotes, viewpoints, and insightful information about their careers.

Title So You Want to Make A Difference
Amidei, 1991. OMB Watch

Grade

Format Book

Description To help citizens feel more confident about getting involved in policy advocacy; to equip local leaders with some tools so they can teach others about policy advocacy; and to stimulate involvement in democratic decision-making and provide information about key resources. (54 pages)

Title Spatial Encounters
Blackwell, 1982. WEEA Publishing Center

Grade K-12/Adults

Format Activity Book

Description Exercises in spatial awareness that combine fun and learning. This series of activities was designed to help the user acquire skills of spatial visualization and orientation and to improve her or his effectiveness in applying those skills. The activities include memorization of shapes, figure completion, and figure rotation and emphasize real world applications.

Title Splott! Student Powered Learning Organized to Teaching
Pearce & Scholz, 1992

Grade 5-8

Format Activities

Description The book was created to interest, motivate, and excite the middle level learner about language arts and social studies. Through cooperative learning activities, the student discovers that being different is ok; in fact, human differences make the world a better place. Activities are designed to promote self esteem and to facilitate team work and productivity.

Title Step Forward. Sexual Harassment in the Workplace: What You Need to Know!
Webb, 1991. Master Media Limited

Grade Adult

Format Book

Description Chapters included: The History of Sexual Harassment, Defining and Understanding Sexual Harassment, Six Simple Steps to Stop Sexual Harassment, How to Handle Sexual Harassment Complaints, Training and Education, The Most-Asked Questions, Steps Forward for All Employees, What the Future Holds, and Food For Thought

Title Still Killing Us Softly
Cambridge Documentary Films, Inc.

Grade 9-12/Adult

Format Video (30 minutes)

Description This program examines the images the advertising industry uses that prey on the fears and insecurities of consumers. It explores the relationship of media images to actual problems in society, such as the channeling of men and women into traditional roles and occupations, economic discrimination against women, the sexual abuse of children, rape and other forms of violence, pornography, sexual harassment, teenage pregnancy and eating disorders.

Title Student Program on Sexual Harassment in the Workplace
Horton, 1990. University of St. Thomas

Grade 10 - 12/Adult

Format Video (2 class periods)/Teachers Guide

Description This teaching program, designed for two class periods, is to prepare high school and college students for the workplace. It includes a teacher's guide, syllabus, scripts, discussion questions, student handouts, quiz, in-service training, law reference, and overhead transparencies.

Title Sundogs
Maracle, 1992. Theytus Books Ltd.

Grade 9 - Adult

Format Book

Description *Sundogs* is a novel about the struggle of a young First Nations family for love and solidarity in the context of that turbulent year. From urban Vancouver, to a small town in the Okanagan Valley, and across the country on a desperate bid for peace between the Canadian government and the Mohawk Nation, Marianne, Sundog's heroine, finds a moment of peace from the confusion and dis-unity in her own life. In returning to the beliefs of her ancestry, she comes to chart the course of her life anew.

Title TAKEOFF Video
Women of Achievement in Nontraditional Roles
Takeoff Video Educational Excellence

Grade 7-12/Adult

Format Set of 5 Videos/Teachers Guide (run time from 45-70 minutes each)

Description A set of five fast paced, high interest career videos appropriate for both boys and girls featuring Black, Hispanic, Asian and White women in a wide variety of nontraditional occupations. Written materials supplement videos.

Title "Teacher, they called me a _____!"
Prejudice and Discrimination in the Classroom
Byrnes, 1987. The Anti Defamation League of B'nai B'rith

Grade K-6

Format Handbook/Activities

Description Sixty-nine classroom activities are grouped within nine chapters such as "Race and Ethnicity," "Disabilities," "Gender," "Religion," "Family and Life Style." The activities are designed to raise children's level of awareness, understanding, acceptance, and tolerance of differences, and help them to act in unprejudiced ways.

Title Teaching Equity
St. John

Grade 10-12

Format Sample Lesson Plans

Description A set of sample lesson plans addressing:
- Introduction to Job Search
- Occupational Stereotypes and Attitudes
- Introduction to Stereotyping in Text Books
- Bias As A Factor in the Sex Segregation of Jobs
- Identifying Acts of Sexual Harassment at School/Work
- Sexual Harassment: What To Do
- Running the Federal Government, Bureaucracy/Dollars
- Ratifying a Constitutional Amendment
- Using Literature to Illustrate Sex Stereotypes

Title Tech Prep Connection (The): Learning, Earning, Living
1992-1993. WI Department of Public Instruction and the WI Board of Vocational, Technical and Adult Education

Grade K-12

Format Video (16 minutes)
Reference and Support Materials

Description Video describes Wisconsin's Tech Prep program and accompanying materials includes overhead transparencies, sample letters, and a concept paper and resource list.

Title Thinking and Rethinking US History

Grade K-12

Format Book

Description This unique book is a classroom resource for all people concerned with U.S. history and the question of bias. Know what textbooks teach about colonialism, militarism, racism, sexism, and other areas of social justice. This valuable teaching manual will, among other things, assist social studies teachers and their students in identifyuing bias in history texts, supplying missing information and countering distortions.

Title Through Indian Eyes: The Native Experience in Books for Children
Slapin and Seale, 1992. New Society Publishers

Grade K-12/Adult

Format Book

Description Compiled by Native parents, educators, poets, and writers, this book is a must for parents, teachers, librarians, and anyone else interested in presenting non-biased material about Native peoples to children. It contains poetry, short stories, book reviews, material evaluation criteria and guidelines, and deals with issues of cultural and historical bias as they affect the lives of all children. 1991, 462 pages, black-and-white illustrations, gr. hs-up (pan-Indian).

Title Too Many Women? The Sex Ratio Question
Guttentag & Secord, 1983. Sage Publications, Inc.

Grade Adult

Format Book

Description This book is generated from a simple but powerful idea; that the number of opposite sex partners potentially available to men or women has profound effects on sexual behaviors and sexual morals, on patterns of marriage and divorce, childbearing conditions and practices, family stability, and certain structural aspects of society itself.

Title Tune In to Your Rights
Morris, Terpstra, Croninger & Linn, 1985. University of Michigan

Grade 5-8

Format Booklet

Description A guide for teenages about turning off sexual harassment.

Title Understanding the Multicultural Experience in Early Childhood Education
Saracho & Spodek, 1983. NAEYC

Grade Early Childhood - Elementary

Format Book

Description Celebrate the unique contributions of each cultural group while fostering children's competence and flexibility. Section I, the Nature of Multiculturalism in Children, includes chapters on Mexican American, African American, American Indian, Asian American and Bilingual Children. Section II, Education Practices and Materials. includes chapters in classroom methods and materials, counteracting racism and sexism in children's books and parent and community involvement. Section III addresses teacher preparation and education and human services delivery.

Title US: A Cultural Mosaic: A Multicultural Program for the Elementary Grades
Martinez & Watters. Anti-Defamation League of B'nai B'rith

Grade K-6

Format Book

Description A multigrade, multicultural, multidiscipline program designed to help children gain insight into themselves and others through the use of language arts, music, art and audiovisual activities. As children progress through this program, they will begin to see that differences are positive and add interest and richness to life.

Title Values and Choices
(Promo video)
Benson, 1986. Search Institute

Grade 7-8

Format Promo Video (15 minutes) with Sample Materials

Description A comprehensive, abstinance-advocating sexuality education curriculum for 7th and 8th graders.

Title Votes for Women?! The 1913 U.S. Senate Testimony
Riley, 1990

Grade 9 - 12/Adult

Format Video (17 minutes)
Resource Guide

Description Kate Douglas Wiggin (author of *Rebecca of Sunnybrook Farm*) argues against votes for women; progressive writer Belde Case LaFollette testifies in favor. Lively music and brightly colored buttons, banners, and cartoons give a context for their words.

Title Wisconsin Model for Sex Equity in Career and Vocational Education
Bitters & Foxwell, 1993. Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description **The Wisconsin Model for Sex Equity in Career and Vocational Education** promotes sex-fair classroom and school environments for students at all levels. Through student, staff, and administrative surveys and other evaluation tools (included), the model maps out a sex equity program educators can implement and adapt to meet their districts' changing needs. In addition, the model describes seven major strategies--from promotional activities to parent and community involvement--to develop, enhance, and infuse sex equity throughout the school and community. An important complement to *Classroom Activities in Sex Equity*.

Title Wisconsin Pupil Nondiscrimination Guidelines - Assessing School District Compliance with S.118.13 of Wisconsin Statutes and PI 9 of the Wisconsin Administrative Code
1992, WI Department of Public Instruction

Grade K-12

Format Book

Description

Title Wisconsin Pupil Nondiscrimination Guidelines for Athletics
Wisconsin Department of Public Instruction

Grade K-12

Format Book

Description

Title Woman's Place (A)
Time, Inc., 1987. VIEW, Inc.

Grade 9-12

Format Video (25 minutes)

Description Presented by Time Inc., this video celebrates women's lives and contributions from Hellen Keller and Anne Sullivan to Barbara Jorden, Barbara Streisand, and Gloria Steinem. Shows women in a wide variety of jobs and careers and highlights women who for decades have ventured outside of a "Woman's Place."

Title Women and Girls with Disabilities
Phillips, 1984, 1986. Organization for Equal Education of the Sexes, Inc.

Grade K-12

Format An Introductory Teaching Packet

Description This packet is an independent starting point for introducing the subject of women with disabilities. Activities are adopted for upper and lower grades, many of which can be integrated into the curriculum. Supplemental activities are also included for teachers.

Title Women in Educational Administration
Shakeshaft, 1987. Sage Publications, Inc.

Grade Adult

Format Book

Description Public school administrators today face a host of challenges: heightened concern with student performance, shrinking resources, innovative decision-making procedures, and unprecedented opportunities for technological efficiency. School Business Administration explains the principles and techniques needed to function in this new environment. After outlining the public school and school business administration roles, the authors focus on basic responsibilities such as personnel, budgeting, and accounting. They also address specific services, including pupil transportation and school food services. A three-chapter section on school facilities discusses current management and planning techniques. Additional chapters cover the selection, installation, and uses of data processing equipment, and the building of public support through improved communication. Each chapter features both an overview of the topic and a set of pertinent decision-making principles. Designed principally as a texbook for advanced undergraduate and graduate students, this comprehensive volume will also serve as an up-to-date reference for educators and practicing school business administrators.

Title Women in Literature
Classroom Activities for High School Students
Kaub & Keyes, 1993. Wisconsin Consortium for Sex Equity in Education

Grade 9-12

Format Book

Description A collection of curriculum materials and lesson plans to help teacher's present a realistic and honest portrayal of women in literature.

Title Women in Nontraditional Careers (WINC)
Women's Bureau U.S. Department of Labor, 1984

Grade High School/Adult

Format Curriculum Guide

Description The curriculum guide consists of teaching segments designed to provide information and support to nontraditional career selection by women.

Title Women Seen on Television
Sas Yes, 1991. Letting Go Foundation, Inc.

Grade 6-12/Adult

Format Video (10:50 minutes)

Description A lively full-color video complete with study guide, that promotes awareness and stimulates discussion. The video blends thoughtful narration, clips of broadcast footage (advertising and program content) and rock music into a fast paced, critical look at television's stereotypical view of women.

Title Women's Ways of Knowing
Mary Field-Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger & Jill Mattuck Tarule, 1986. Basic Books

Grade Adult

Format Book

Description Based on in-depth interviews with 135 women, the authors describe ways of knowing that women have cultivated and learned to value ways the dominant ideology has denigrated women, and ways women have overcome obstacles to develop the power of their minds.

Title Wonderful World of Difference (The)
1986. Anti Defamation League of B'nai B'rith

Grade K-8

Format Reproducible Lessons

Description Key aspects of human relations are presented in the form of 20 reproducible lessons. The lessons help students explore the diversity and richness contained within the human family, and to better value themselves and others.

Title Yearbook of Holidays and Observances (A): A Multicultural Perspective of Celebrations in the United States
Smith, Ramirez-Krodel, 1990. PEO, University of Michigan

Grade K - 12

Format Book

Description This yearbook is designed to provide educators with an insight into the beliefs and values of different people, primarily people of color, by looking at holidays and celebrations (religious and nonreligious) which play an important part in their lives.

Title You Can Be a Scientis Too!
The Equity Institute

Grade 4-6

Format Video (14:51 minutes)

Description Why don't birds talk? Why is the sky blue? Many questions children ask are answered by science. This video discusses how we can mold our curiousity with a career in science. It also features the histories of many women who arescientists and doing many exciting jobs to answer important questions benefiting people and society.

Title You Just Don't Understand - Men and Women in Conversation
Tannen, 1990. Ballantine Books

Grade 10-12/Adult

Format Book

Description This book examines the differences in conversational styles of men and women, why they are sometimes confusing or frustrating, and how we can prevent and relieve some of that frustration.

Title Young Hispanic Women
Leaders for the 90's
Ross

Grade 10-12

Format Student Leadership Training Conference Manual

Description This manual contains a wide range of leadership activities and many ideas for conducting student conferences.

Miscellaneous Periodicals, Reports and Papers

A Model Program for Single Parent Transition from Secondary to Postsecondary Technical Education (Wisconsin, 1992)
American Indian Studies Program - Information Packet (WI DPI, October, 1992)
Breaking the Glass Ceiling in the 1990s (Scandura,1992, University of Miami)
Catalogues and Bibliographies for Ordering Equity Materials including many small presses offering authentic materials
Directory of Wisconsin Women's Services and Organization (Wisconsin Women's Council, 1987)
Educational Needs of Rural Women and Girls, Report of the National Advisory Council on Women's Educational Programs (Clarenbach, January, 1977)
Effective Programs for Rural Single Parents (Wisconsin Council on Vocational Education, 1990)
Equity Calendars - Samples
Equity in California - Interventions (Teen Parents, 1989)
Equity Responsibilities for Educators: Eliminating Homophobia and Heterosexism (Graymill, 1991)
Feminist Collections - A Quarterly of Women's Studies Resources (subscription)
Feminist Periodicals, A Current Listing (subscription)
Free At Last: A History of the Civil Rights Movement and Those Who Died in the Struggle (Teaching Tolerance,1989)
Gender Disparities in Special Education (WI Department of Public Instruction, 1992)
Governor's Commission on Minority Participation in Vocational-Technical Education - African American Subcommittee Report (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - American Indian Subcommittee Report (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - Executive Report: Strategies for Success (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - Hispanic Subcommittee Report (WBVTAE, July, 1990)
Governor's Commission on Minority Participation in Vocational-Technical Education - Southeast Asian Subcommittee Report (WBVTAE, July, 1990)
Hate Violence and White Supremacy: A Decade Review 1980-1990 (The Klanwatch Project of the Southern Poverty Law Center, December, 1989)
Hostile Hallways: The AAUW Survey on Sexual Harassment in America's Schools (1993)
Increasing Working Mothers' Earnings (Institute for Women's Policy Research, November, 1991)
"Just a Temp": Expectations and Experiences of Women Clerical Temporary Workers (The Women's Bureau, November, 1991)
The Ku Klux Klan: A History of Racism and Violence (The Klanwatch Project of Southern Poverty Law Center, 1991)
Men's Studies Review (1991), current subscription
"My Worst Nightmare..." Wisconsin Students' Perceptions of Being the Other Gender (Riley, et. al, February, 1993, CVTAE, UW-Stout)
Past the Pink and Blue Predicament: Freeing the Next Generation from Sex Stereotypes (Girls Clubs Inc., August, 1992)
Teaching Tolerance Magazine (subscription)
Terror in Our Neighborhoods (The Klanwatch Project of the Southern Poverty Law Center, April, 1990)
The United Decade for Women, 1976-1985: Employment in the United States (July, 1985)
Vocational Brochures - Samples (developed by CESA #10)
Wisconsin Women and the Law (1989)
Wisconsin Youth Risk Behavior HIV/AIDS Prevention Education Survey Results (WI Department of Public Instruction, 1991)
Women Advancing in Administration: Fact or Fiction (West Virginia Department of Education, 1990)
Women at Thirtysomething: Paradoxes of Attainment (U.S. Department of Education, June, 1991)

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REQUEST FORM

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4.	_____	_____	_____

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Mail to: _____

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Phone Number: _____

Wisconsin Vocational Equity Cadre Member Name: _____

Signature _____

Per phone request:
Date: _____
Received by: _____

For office use only: _____
Date - Mailed: _____
Date - Due Back: _____
Date - Received: _____

Followup: _____

Duplicate as needed

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Appendix D

Newsletters

Wisconsin VOCATIONAL EQUITY NEWS

Volume 7, Number 1 **Fall/Winter, 1993**

Welcome

The *Wisconsin Vocational Equity News*, to be published in the fall and spring of the 1993-94 school year, provides information of interest on equity issues for Wisconsin educators. Submission of articles and reports of equity activities are encouraged and would be greatly appreciated. Contact: Linda Riley, Editor, Wisconsin Vocational Equity Leadership Project, UW-Stout, 225C Applied Arts Building, Menomonie, WI 54751.

The Cadre: What a Team

The equity work conducted by the Wisconsin Vocational Equity Leadership Cadre continues to gratify me in terms of the comprehensiveness of the approach, the depth of the topics covered, and the many contexts in which that work is conducted. All too often, we tend to take the work of others for granted and forget to say "thank you" and "job well done"! I would like to take this opportunity to publicly thank all the past and present members of the Cadre who have so ably supported educational equity efforts within Wisconsin.

You may not realize that the Wisconsin Vocational Equity Leadership Cadre was begun six years ago, under the direction of Barbara Bitters, DPI, and Susan Foxwell, UW-Stout, and has been supported by vocational equity money from the Carl D. Perkins Vocational Education Act. Both Barb and Susan have moved on to other positions, but their work and their vision continues.

The original cadre consisted of several members per CESA. You will note later in this newsletter that the current membership, for 1993-94, has increased to over 60 members. Each CESA has a minimum of four members, and several individual school districts have also supported staff members to serve on the Cadre. Currently, staff development and inservice activities for the Cadre are under the able direction of Linda Riley at UW-Stout. In addition to planning the cadre meetings (a minimum of two per year plus the statewide equity conference), she is developing an equity resource center for use by cadre members and oversees processing of the survey forms used in the Wisconsin Model for Sex Equity in Career and Vocational Education.

All of the members of the Wisconsin Vocational Equity Leadership Cadre, Linda Riley and I are available to support and assist equity efforts within local school districts. Please feel free to call on us. We may not always know all the answers since issues are so rapidly changing right now, but we do know where to get the answers! The time, resources, and dollars committed to the Cadre have been invested well, and districts now have 60 plus "experts" to contact with questions and concerns. Thanks to all of them for "being there" for the local school district!

Barbara L. Schuler, Vocational Equity Consultant, DPI

NEW - Equity Resource Center

The Wisconsin Gender Equity Leadership Project, funded by the Wisconsin Department of Public Instruction, has developed a collection of resources for use by Cadre members and local school districts to teach about equity issues to staff and students.

A wide variety of materials are now available and are appropriate for staff and students in grades K-12. The resources include curriculums, classroom activities, staff development programs, and professional development resources on a wide variety of subjects related to equity, including prejudice reduction, bias and stereotyping, careers and nontraditional occupations, sexual harassment, male equity issues, and multi-cultural education etc. Local school districts can obtain a listing of the resources, as well as access resources, by contacting a member of their local CESA equity cadre. See listing located in this newsletter.

For more information, please contact Linda Riley, UW-Stout, (715) 232-1885.

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkin Vocational and Applied Technology Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, John T. Benson, State Superintendent. Contact person: Linda Riley, Project Director/Editor. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

Are You "Clueless" About Sexual Harassment in Your School?

Mary Jo McGrath, California attorney noted for her expertise in sexual harassment issues involving school districts, will conduct an inservice workshop on Monday, December 13, at the Comfort Suites, 1951 Bond Street, Green Bay, from 8:30 to 3:30.

Sponsored by the CESA 7 Gender Equity Cadre and NEWIST this full-day training for school personnel and other interested people will present an overview of the problem—defining sexual harassment and abuse, stressing applicable laws, legislation, roles and responsibilities and discussing protection from current and future liability—and answer the question, "What can we do about sexual harassment among our students and employees?"

Four out of five students experience unwelcomed and unwanted conduct of a sexual nature in school, according to a recent study conducted by Harris/Scholastic Research for the AAUW.

McGrath specializes in representing school districts in the discipline of employees and students for sexual harassment and abuse. During her 18 years of legal practice she has trained over 25,000 administrators in school districts and educational organizations in the United States and Canada.

According to McGrath, sexual harassment of students and employees is a growing area of legal exposure for school districts that demands attention by boards and administrators. The U.S. Supreme Court recently held that schools can be sued for damages under Title IX of the Education Amendments of 1972.

Mary Jo McGrath will also discuss the issue of sexual harassment in the schools as a guest on Teen Connection the following evening. On December 14 at 8:00 p.m., Teen Connection will tackle the topic of sexual harassment in the schools. Teen Connection is a 60-minute, live call-in program broadcast statewide on Wisconsin Public Television, including Channel 10 in Milwaukee. Local AAUW organizations will assist with the inservice workshop and the Teen Connection Broadcast.

Registration for the workshop is $50 and includes lunch and training materials. For more information contact Jim Coles or Dan Konop at CESA 7 (414) 492-5960 or Eileen Littig at NEWIST (414) 465-2599.

Two National Studies Report on Sexual Harassment in Our Schools

The first, *Secrets in Public: Sexual Harassment in Our Schools*, was funded by the Wellesley Center for Research on Women and the NOW Legal Defense and Education Fund. This study was based on a survey that was published in Seventeen magazine in September, 1992. Over 4,200 girls completed and returned the surveys.

Secrets in Public - Survey Highlights -What girls say:

- 89% were subjected to sexual comments, gestures or looks
- 83% were touched pinched or grabbed
- 39% were harassed on a daily basis
- 97% of the student harassers were male
- 4% were harassed by teachers
- 65% told their harassers to stop
- 35% resisted the harasser with force
- 45% of incidences reported left the harasser free of punishment

The second, *Hostile Hallways*, commissioned by AAUW, was designed to provide a profile of the problem of sexual harassment in school and answer many of the questions about school-based sexual harassment. Additionally, it was designed to identify the educational, emotional, and behavioral impact of sexual harassment on our nation's school children.

Hostile Hallways - Key Findings

- Sexual harassment in school is widespread. (81% of students say they have experienced some form of sexual harassment during their school lives: 85% of girls and 76% of boys.)
- There are notable gender and racial/ethnic gaps.
- In grades 7, 8, and 9, many more girls than boys first experience sexual harassment in school. (One in 3 students who have been harassed first experienced sexual harassment in grade 6 or earlier.)
- Sexual comments, jokes, looks, and gestures—as well as touching, grabbing, and/or pinching in a sexual way—are commonplace in school. (66% of students report being the target of verbal/gestural abuse and 65% of all girls and 42% of all boys have experienced touching, grabbing, and/or pinching in a sexual way.)
- The third most common form of sexual harassment in school involves intentionally brushing up against someone in a sexual way—something girls experience far more often than boys.
- Students say they would be very upset if they were called gay or lesbian. Being called gay would be more upsetting to boys than actual physical abuse.
- Experiences of student-to-student harassment outnumber all other, with notable gender and ethnic/racial gaps.
- Adult-to-student harassment is nonetheless considerable, with notable gender and ethnic/racial gaps.
- Harassing others is a routine part of school culture—more so for boys than for girls.
- Public areas are the most common harassment sites—especially as reported by girls.
- Students usually do not report incidents to adults. Boys are more likely than girls to tell no one.
- Notably higher numbers of girls than boys say they have suffered as a result of sexual harassment in school; African American girls have suffered the most.
- Boys routinely experience harassment. Among African Americans, the incidence of harassment involving direct physical contact is alarming.

Ordering Information

Hostile Hallways

Cost: $11.95 (Make check payable to AAUW), Mail to: AAUW Sales Office, PO Box 251, Department 248, Annapolis Junction, MD 20701-0251

Secrets In Public: Sexual Harassment In Our School.

Cost: $11.00 (Make check payable to Center for Research on Women). Mail to: Publications Department,Center for Research on Women, Wellesley College, Wellesley, MA 02181-8259

Wisconsin Alert - Melissa Keyes, Consultant, WI DPI, received 35 phone calls in September of which 18 were about sexual harassment. Calls from school districts concerned getting sexual harassment training for staff and students and putting in place good sexual harassment polices. Calls from parents and students concerned procedures for filing complaints.

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1993-94 Wisconsin Vocational Gender Equity Cadre Participants

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Attitudes and Stereotypes Limit Boys and Men

Stereotypes limit expectations and opportunities for everyone. They effect our perception of reality, impact on our academic achievement and career decision making, and effect our personal relationships and self-esteem.

Negative stereotypes about boys and men impact negatively on society as a whole - men, women and children. The typical stereotype of the strong, brave, unemotional, aggressive, competitive male places boys in a a position of being unable to live up to the image and causes frustration and disappointment often leading to self-destructive, risk-taking activities. This prevents the healthy growing and development necessary to acquire the skills of home and career needed to be successful in a changing society.

Educators can help students explore and expand their definitions of what it means to be male. The DPI/UW-Stout Equity Center has recently purchased a number of resources to help teachers and students explore some male equity issues. The following is a partial listing of those resources:

Challenges: A Young Man's Journal for Self-Awareness and Personal Planning, (Grades 9-12) Book. This book engagingly addresses the myths and hard realities teenagers must face entering adulthood and details the critical choices and challenges they must consider to become productive and independent human beings. These self-discovery books practically teach themselves.

Beyond Macho, (Grades 11-12), Video (26 minutes). This program explores the new roles for men that have evolved as a result of economic and cultural changes and the women's movement, and portrays a new species, the "house-husband."

Heroes and Strangers, (Grades 9-12). Video (28 Minutes). Whether a hero or a stranger in the family, men's roles are changing. This documentary explores a father/daughter and a father/son relationship, revealing the complex social and economic forces affecting the role of men in the family. Raising provocative questions about love, work, and gender roles, this video will generate discussion about the possibility of change in family structures and relationships.

Man Oh Man, (Grades 9-12) Video (18 Minutes). This program takes a loving, curious look at the forces which mold young boys into men. Men from all walks of life speak with humor and sadness about what is expected of them. Explores personal definitions of masculinity, inter-gender communications, self-worth, gender stereotyping, and changing roles. As an honest representation of one film maker's glimpse into the male world, it is guaranteed to spark audience interest and stimulate discussion.

New Men, New Minds, Breaking Male Tradition, How Today's Men Are Changing the Traditional Roles of Masculinity. Adult, Book.

Contemporary Perspectives on Masculinity: Men, Women, and Politics in Modern Society. Adult, Book. This book discusses contemporary socio-political perspectives on masculinity.

For more information, or to access these resources, contact a member of your CESA Equity Cadre.

Equity from a Comprehensive View

As we all begin to examine our resources (time, talents, and money) in order to make the soundest decisions, some changes may need to be made. One of the realities facing the equity staff at the Wisconsin Department of Public Instruction is that we no longer have the monetary or person power to conduct annual conferences for each of our equity areas (American Indian Education, Bilingual/ESL, Gender, Race and Multicultural Education). Instead, we have decided to concentrate our efforts and resources into one major equity convention in 1994. This convention will be held November 8-10, 1994, in Stevens Point, Wisconsin. The implication of this change is forcing us to look closely at equity and to deal with it in a more comprehensive manner

One of my concerns about equity is the strategy of "divide and conquer" often used to pit one underrepresented group against another. It behooves all of us in the field of equity to keep in mind that if we are advocates of equity for one group, we are committed to equity for all. Therefore, it is particularly important that in our actions, writing and speech we do not build up one group by denigrating another or so concentrate on one area of equity that we forget about the other areas and the issues relevant to them. We must also ask those who work with and for us to adhere to the same rules. We need to pay particular attention to the guest speakers we use and the written materials we distribute to ensure that they also reflect a more comprehensive view of equity. This will not be an easy task, and it is one fraught with the potential for error. Each of us makes mistakes at times, but if we can acknowledge and then correct those mistakes as quickly as possible, all of us will benefit in the long run. A more comprehensive view of equity may seem to make parts of our equity work more difficult in the short term but it can only enhance our work over time!

Barbara L. Schuler, Vocational Equity Consultant, DPI

Mark Your Calendars

1994 Equity Convention

November 8-10, 1994

Stevens Point, Wisconsin

Featuring Major Speakers on:

- **Gender**
- **Race**
- **Bilingual/ESL**
- **American Indian Studies**
- **Prejudice Reduction**
- **s.118.13, Wis. Stats.**

Mark Your Calendars

Upcoming Events

Date	Event	Location	Contact Person
1993			
November 15-17	Statewide Equity Conference	Holiday Inn Stevens Point	Barbara Schuler at DPI (608) 267-9170
December 3	Effects of Domestic Violence on Children: Workshop for Pre-School and School Personnel	Wisconsin Center Madison	Domestic Violence Training Proj. (608) 262-3635
December 3-7	AVA Convention	Nashville, TN	Bette Lou Fraser 608-833-5858
December 10	Recognizing and Responding to Dating Violence: Workshop for School Personnel and Youth Leaders	Wisconsin Center Madison	Domestic Violence Training Proj. (608) 262-3635
December 14	Teen Connection, "Sexual Harassment in School"	Most PBS Stations 8:00 p.m.	Eileen Littig at NEWIST (414) 465-2599
1994			
January 15	Martin Luther King Jr. Day Observed		
February	Black History Month		Associated Publishers 1407-14th Street NW Washington, DC 20005-3704 (202) 265-1441
February 15	Susan B. Anthony Day		
February 15-17	DPI Children At Risk Conference	Holiday Inn Stevens Point	Karen Prickette at DPI (608) 267-1070
March	National Women's History Month		National Women's History Proj. 7738 Bell Road Windsor, CA 95492 (707) 838-6000
March 8	International Women's Day		National Women's History Proj.
March 8-9	Wisconsin Vocational Equity Leadership Cadre Meeting #2	Best Western Royale Stevens Point	Barbara Schuler at DPI (608) 267-9170
July 17-20	National Coalition of Sex Equity Education Conference	Quality Inn Olympia, WA	Darcy Lees (206) 753-2560

Gender Equity Leadership Project
Center for Vocational, Technical
and Adult Education
University of Wisconsin-Stout
218 Applied Arts Building
Menomonie, WI 54751

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Wisconsin VOCATIONAL EQUITY NEWS

Volume 7, Number 2 Spring, 1994

NEEDED: More Young Women in Technology Education

Only 14% of the students enrolled in the technology education instructional programs were young women, according to the VEERS (Vocational Education Enrollment Reporting System) data for Wisconsin secondary schools during fiscal year 1993. This percentage has remained fairly low despite efforts by some school districts and some technology education instructors to change this, and despite efforts by the Wisconsin Vocational Equity Leadership Cadre to make school personnel aware of the disparities in enrollment.

What are we doing, or not doing, which helps contribute to this statistic? The state of Connecticut recently completed a study of girls in technology education and has shared the results of that study with other states. In conducting their study, staff in Connecticut looked at several types of data including classroom observation, focus group interviews with students, interviews with staff, surveys, and statewide vocational enrollment data. The results include the following:

1. In middle school, girls appear to enjoy technology education and have confidence in their abilities, but emerging sexism among peers begins to differentially effect participation on the basis of gender.
2. Girls are discouraged from taking more technology education in high school because stereotypes about appropriate careers for women are still operating, girls don't know enough about technological careers, don't connect what they are learning in the classroom with careers and are uninformed about economic realities and the world of work.
3. The high school survey suggests that while girls who take technology education in high school are willing to challenge stereotypes about technology as a male occupation, they have less confidence in their abilities and are thinking less in terms of well paid jobs than the boys in their classes.

(continued on page 2)

Mark Your Calendars

Statewide Equity and Multicultural Convention

November 8-10, 1994

Stevens Point, Wisconsin

Featuring Major Speakers on:

- Gender
- Race
- Bilingual/ESL
- American Indian Studies
- Prejudice Reduction
- s.118.13, Wis. Stats.

Mark Your Calendars

Vocational Equity News is published by the Center for Vocational, Technical and Adult Education, University of Wisconsin-Stout, 225C Applied Arts Building, Menomonie, Wisconsin 54751 (715) 232-1885 through a Carl Perkins Vocational and Applied Technology Education grant from the Bureau for Vocational Education, Wisconsin Department of Public Instruction, John T. Benson, State Superintendent. Contact person: Linda Riley, Project Director/Editor. UW-Stout and DPI are equal opportunity and affirmative action employers and educators and do not discriminate on the basis of race, sex, age, religion, sexual orientation, handicap, national origin or ancestry.

The results of the study in Connecticut are probably no different than what we might find in many of our schools here in Wisconsin. Our enrollment data already indicates agreement with their findings, and interviews we have had with students reinforces the existence of sexist thinking and sexual harassment in classrooms. What can we do to help this statistic change?

- Barbara Jordan once stated that she "never knew a Black person could be a lawyer until (she) saw one." It is the same lack of role models which often hampers our children's selection process. If the teachers in technology education are not females (and they most often are not), then a concerted effort must be made to provide all technology education students with examples of adult role models who are gender and racially/ culturally diverse.
- In both teacher training activities and staff inservice topics for technology education, there must be a discussion of the impact on our society (and thus, our classrooms) of the institutionalized sex bias and sex role stereotyping which has existed. Training needs to address the types of bias and stereotyping and how to overcome them in the classroom. Issues such as classroom interaction and the role of competition versus cooperation must be discussed and analyzed.
- All materials used within the broad definition of curriculum need to be reviewed for bias and sex role stereotyping. Women and people of color need to be portrayed in these materials as the active, capable individuals they are.
- Career awareness and career selection activities for students, parents, and staff need to concentrate on the idea of <u>all</u> options for <u>all</u> students. In addition, there needs to be a frank discussion of the economic realities for our students. They <u>will</u> be working over a long period of time and they <u>will</u> need to be capable of supporting themselves and their families. Technology education often acts as a gateway to some of the more financially rewarding career choices.

Any attempts to change the existing conditions may be met with resistance and denial. It is important not to become discouraged, but to continue to work toward increased opportunities for all students. Over time, it will pay off in additional enrollments of young women in technology education!

(For a more detailed summary of the study, "Building Their Future: Girls in Technology Education in Connecticut," September 1993, contact the Vocational Equity Research, Training and Evaluation Center (VERTEC), CWEALF Office, 135 Broad Street, Hartford, CT 06105-1037.)

Submitted by:
Barbara L. Schuler, Vocational Equity Consultant, DPI

New Wisconsin Tests Show No Gender Bias

The 1992 Wisconsin EXPLORE and PLAN tests appear to be free of the type of gender bias alleged to exist in other assessments such as ACT and SAT, according to a report prepared by WEAC researcher Russ Allen. Girls out performed boys on both tests, administered in November 1992 by the DPI. Test materials for Wisconsin were developed by the ACT of Iowa City. Beginning next year, all districts in the state are required to participate in the testing.

Critics of the standardized ACT point to the fact that girls receive lower scores than boys, though they receive higher grades in high school and college. Despite this grade differential, a majority of national Merit Scholarships are awarded to males (about 60% in 1992).

(Reprinted from WCSEE News, February, 1994)

Mark Your Calendars

Kick off the Statewide Equity Convention
with the
Choices Two-Day Conference
"Exploring Nationwide Programming for Girls"
Monday and Tuesday, November 7 & 8, 1994
Stevens Point, WI

Tentative speakers include representatives from Girls, Inc., Girl Scouts, and Barbara Cambridge, "How to Empower Young Women."

For more information contact: Jennifer Crapol-Hall, (608) 266-2464.

SPASH - CIO - WOW!

The Stevens Point Area Senior High School Contemporary Issues Organization (SPASH CIO) is a group of students who deal with a wide variety of controversial issues that most groups are afraid to address.

In 1990 a group of five students who were tired of the harassment and discrimination they saw in their classrooms founded the group. Since then, CIO has been involved in a broad range of projects all with an emphasis on peer education and equity.

The most well known and publicized of their projects is the "Alice in Sexual Assault Land" sexual harassment/sexual assault project. This forty minute play addresses the issues of harassment and assault in a serious, yet sometimes humorous way. It features familiar fairy tale characters in not-so-familiar situations. All cast members are trained in sexual harassment/sexual assault issues and lead small group discussions on the topic after the performances. Over 6000 students and adults have seen this play in the past three years.

Past activities of CIO have included organizing Women's History Month activities and a school-wide Wellness Day; and presentations on Homelessness, Homophobia, AIDS, and abortion. Ongoing CIO projects include: a "Body Image" project designed for late elementary and junior high students to increase self-esteem; a "Healthy Habits/Healthy Babies" project to make teens and adults more aware of how their actions can affect their unborn children; a Culturally Diverse Teen Panel that speaks to elementary and junior high schools on a variety of school and community issues; and a "Sexual Harassment" presentation for fifth and sixth grade elementary students presented by CIO members.

This year CIO received a special grant through the Central Wisconsin AIDS network to train 42 students as peer educators on the topic of HIV/AIDS for grades 9-12. Training and programming took place in November and December. Part of this special grant included performing the play entitled, "Inner Circle" that addresses teens and HIV/AIDS.

CIO has been recognized by the Department of Education, Wisconsin's American Association of University Women, the National Coalition of Sex Equity Educators (NCSEE), TEEN Magazine, the Home Show, U.S. News and World Report, and the Noxzema Corporation for its work on equity issues. For the past four years outstanding CIO members have been recipients of the Penny's Golden Rule award for outstanding volunteer work in the school and the community.

Take Our Daughters to Work Day Planning

Thursday, April 28, 1994 will be the second annual **Take Our Daughters to Work Day**. The first Take Our Daughters to Work Day was organized and sponsored by the Ms. Foundation in 1993 with the goal of focusing attention on girls—their ideas, their concerns, their spirit and their dreams. In 1993, over one million girls, ages nine to fifteen, participated in the day nationwide.

Stemming from her efforts in School-to-Work initiatives, Senator Margaret A. Farrow, chair of the Wisconsin Women's Council, believes that it is important that organizations and individuals include all young people in Wisconsin in similar activities throughout the year. Hopefully, Take Our Daughters to Work Day will serve as a model for other programs in the future.

The Women's Council will be working with the American Association of University Women - Wisconsin, the CHOICES Initiative, the CHOICES Interagency Working Group and the Education Equity Task Force of the Wisconsin Women's Network to raise awareness of this event and to encourage participation by employers, employees, adults, schools, parents, community groups and girls throughout the state. The Women's Council will have available a packet of resources on suggested activities for groups and individuals, a list of contacts with statewide and community organizations interested in helping to coordinate activities in local communities, and information on women in the workforce. The packets will be available March 1 from the Wisconsin Women's Council, 16 N. Carroll, Suite 720, Madison, WI 53703, (608) 266-2219 or 266-2285.

New Resources Available

The following resources are available to assist school districts in celebrating **Women's History Month**.

- Video "Activities to Celebrate Women's History Month"
- "Real Women" - Creative Writing Competition Guide
- Adopt-A-School - Supporting National Women's History Month
- 101 Wonderful Ways to Celebrate Women's History Month
- Public Service Announcements - Women's History

Contact: Linda Riley or Jeanne Stoeklen, Center for Vocational, Technical and Adult Education, UW-Stout, 225C Applied Arts Building, Menomonie, WI 54751, (715) 232-1885 or 1386.

Upcoming Events

Date	Event	Location	Contact Person
1994			
March 1-31	National Women's History Month		National Women's History Project 7730 Bell Road Windsor, CA 95492 (707) 838-6000
March 8	International Women's Day		Same as above
March 8-9	Wisconsin Vocational Equity Leadership Cadre Meeting	Best Western Royale Stevens Point, WI	Barbara Schuler Department of Public Instruction P.O. Box 7841 Madison, WI 53707-7841 (608) 267-9170
March 29	Teen Connection Children of Divorce	8:00 p.m. Public Television	1-800-999-TEEN
July 17-20	National Coalition for Sex Equity in Education (NCSEE) Conference	Quality Inn, Westwater Olympia, WA	Darcy Lees (206) 753-2560
September 27-28	Vocational Equity Leadership Cadre Meeting	Inn on the Park Madison, WI	Barbara Schuler (608) 267-9170
November 7-8	CHOICES Conference	Stevens Point	Jennifer Crapol-Hall (608) 266-2464
November 8-10	Statewide Equity/Multicultural Convention	Holiday Inn Stevens Point	Melissa Keyes Department of Public Instruction (608) 267-9157
November 10-12	UW Women's Studies Consortium Annual Conference	Holiday Inn Stevens Point	

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Appendix E

1993-94 Composite Report Summary

Annual Composite Report
Administrator Survey
1993-1994 Evaluation Data

	Item Statement	Total N %	Male N %	Female N %
1.	Develop and implement a district policy statement on sex equity. Omit. . .	11 5.3	6 4.0	5 9.8
	(1) Not done.	30 14.4	21 14.0	7 13.7
	(2) In planning stage	64 30.6	48 32.0	15 29.4
	(3) Has been done	104 49.8	75 50.0	24 47.1
2.	Develop and implement a K-12 district-wide equity plan. Omit. . .	8 3.8	4 2.7	4 7.8
	(1) Not done.	63 30.1	42 28.0	17 33.3
	(2) In planning stage	94 45.0	70 46.7	22 43.1
	(3) Has been done	44 21.1	34 22.7	8 15.7
3.	Develop and implement an inservice program for staff to become more aware of equity issues and actions that promote equity. Omit. . .	6 2.9	1 0.7	5 9.8
	(1) Not done.	80 38.3	56 37.3	18 35.3
	(2) In planning stage	86 41.1	66 44.0	19 37.3
	(3) Has been done	37 17.7	27 18.0	9 17.6
4.	Collect and analyze staffing pattern data by female/male. Omit. . .	13 6.2	3 2.0	9 17.6
	(1) Not done.	102 48.8	78 52.0	18 35.3
	(2) In planning stage	54 25.8	39 26.0	15 29.4
	(3) Has been done	40 19.1	30 20.0	9 17.6
5.	Actively select women to serve in leadership roles, such as department chairs, chairs of special committees, participants in leadership training sessions. Omit. . .	7 3.3	4 2.7	2 3.9
	(1) Not done.	31 14.8	26 17.3	5 9.8
	(2) In planning stage	6 2.9	4 2.7	1 2.0
	(3) Has been done	165 78.9	116 77.3	43 84.3
6.	Actively select men to serve in supportive/ nurturing roles. Omit. . .	17 8.1	10 6.7	5 9.8
	(1) Not done.	60 28.7	48 32.0	10 19.6
	(2) In planning stage	14 6.7	10 6.7	4 7.8
	(3) Has been done	118 56.5	82 54.7	32 62.7

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Table 7271.S
Administrator Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
	7-11. Ensure that equal employment opportunity is practiced in:				
7.	development of job descriptions and qualification requirements.	Omit. . .	2 1.0	2 1.3	0 0.0
	(1) Not done.		10 4.8	7 4.7	2 3.9
	(2) In planning stage		13 6.2	9 6.0	1 2.0
	(3) Has been done		184 88.0	132 88.0	48 94.1
8.	advertisement.	Omit. . .	5 2.4	3 2.0	2 3.9
	(1) Not done.		7 3.3	5 3.3	1 2.0
	(2) In planning stage		11 5.3	7 4.7	1 2.0
	(3) Has been done		186 89.0	135 90.0	47 92.2
9.	employment interviews.	Omit. . .	3 1.4	2 1.3	0 0.0
	(1) Not done.		5 2.4	3 2.0	2 3.9
	(2) In planning stage		5 2.4	3 2.0	0 0.0
	(3) Has been done		196 93.8	142 94.7	49 96.1
10.	wages and benefits.	Omit. . .	6 2.9	4 2.7	1 2.0
	(1) Not done.		8 3.8	4 2.7	3 5.9
	(2) In planning stage		6 2.9	5 3.3	0 0.0
	(3) Has been done		189 90.4	137 91.3	47 92.2
11.	opportunities for advancement.	Omit. . .	6 2.9	2 1.3	4 7.8
	(1) Not done.		6 2.9	4 2.7	1 2.0
	(2) In planning stage		6 2.9	4 2.7	1 2.0
	(3) Has been done		191 91.4	140 93.3	45 88.2
12.	Assist staff in providing a bias-free environment for students.	Omit. . .	10 4.8	6 4.0	4 7.8
	(1) Not done.		42 20.1	28 18.7	10 19.6
	(2) In planning stage		79 37.8	62 41.3	16 31.4
	(3) Has been done		78 37.3	54 36.0	21 41.2

Item Statement		Total N %	Male N %	Female N %
13. Provide leadership in changing curriculum to ensure that both content and instructional materials are sex fair and help students prepare for expanding roles.	Omit. . .	11 5.3	6 4.0	5 9.8
	(1) Not done.	35 16.7	24 16.0	7 13.7
	(2) In planning stage	74 35.4	56 37.3	15 29.4
	(3) Has been done	89 42.6	64 42.7	24 47.1
14. Design the master class schedule to encourage sex fair enrollment patterns. For example, avoid scheduling a traditionally female class at the same time as a traditionally male class.	Omit. . .	28 13.4	10 6.7	12 23.5
	(1) Not done.	40 19.1	28 18.7	12 23.5
	(2) In planning stage	24 11.5	21 14.0	3 5.9
	(3) Has been done	117 56.0	91 60.7	24 47.1
15. Monitor class enrollment trends, paying particular attention to any class or program enrolling more than 75% of one sex.	Omit. . .	26 12.4	13 8.7	7 13.7
	(1) Not done.	39 18.7	28 18.7	11 21.6
	(2) In planning stage	42 20.1	32 21.3	10 19.6
	(3) Has been done	102 48.8	77 51.3	23 45.1
16. Promote the idea of equity and educational excellence to parents and community members through advisory committees, task forces, newsletters, etc.	Omit. . .	16 7.7	7 4.7	4 7.8
	(1) Not done.	53 25.4	37 24.7	15 29.4
	(2) In planning stage	54 25.8	42 28.0	12 23.5
	(3) Has been done	86 41.1	64 42.7	20 39.2
17. Ensure compliance with federal and state pupil nondiscrimination requirements.	Omit. . .	15 7.2	6 4.0	4 7.8
	(1) Not done.	5 2.4	5 3.3	0 0.0
	(2) In planning stage	23 11.0	16 10.7	7 13.7
	(3) Has been done	166 79.4	123 82.0	40 78.4

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Table 7271.S
Administrator Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
18-22. The following activities are being used to promote equity:				
18. required vocational exploratory courses for all students.	Omit. . .	17 8.1	6 4.0	5 9.8
(1) Not done.		40 19.1	35 23.3	4 7.8
(2) In planning stage		17 8.1	12 8.0	5 9.8
(3) Has been done		135 64.6	97 64.7	37 72.5
19. student orientation sessions which highlight nontraditional occupations and the training needed for these occupations.	Omit. . .	20 9.6	9 6.0	5 9.8
(1) Not done.		33 15.8	25 16.7	8 15.7
(2) In planning stage		45 21.5	28 18.7	16 31.4
(3) Has been done		111 53.1	88 58.7	22 43.1
20. prevocational classes or sessions that orient students to a nontraditional area.	Omit. . .	27 12.9	13 8.7	8 15.7
(1) Not done.		53 25.4	39 26.0	12 23.5
(2) In planning stage		44 21.1	35 23.3	9 17.6
(3) Has been done		85 40.7	63 42.0	22 43.1
21. peer support groups for students enrolled and considering enrolling in nontraditional classes.	Omit. . .	28 13.4	12 8.0	10 19.6
(1) Not done.		124 59.3	91 60.7	32 62.7
(2) In planning stage		35 16.7	30 20.0	5 9.8
(3) Has been done		22 10.5	17 11.3	4 7.8
22. active encouragement and support by counselors for students interested in nontraditional careers.	Omit. . .	24 11.5	9 6.0	9 17.6
(1) Not done.		18 8.6	14 9.3	4 7.8
(2) In planning stage		27 12.9	21 14.0	6 11.8
(3) Has been done		140 67.0	106 70.7	32 62.7
23. Check one:	Omit. . .	8 3.8	0 0.0	0 0.0
(1) Male.		150 71.8	150 100.0	0 0.0
(2) Female.		51 24.4	0 0.0	51 100.0

Annual Composite Report
Guidance Counselor Survey
1993-1994 Evaluation Data

	Item Statement	*Total* N %	*Male* N %	*Female* N %
1.	Encourage students to make academic, career, and personal decisions on the basis of individual abilities, informed interests and need rather than on the basis of their sex.			
	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Not done.	0 0.0	0 0.0	0 0.0
	(2) In planning stage	7 4.8	3 4.1	4 5.9
	(3) Has been done	140 95.2	71 95.9	64 94.1
2.	Publicize current information about work force trends to point out the importance of increasing male and female options in career choices.			
	Omit. . .	4 2.7	3 4.1	1 1.5
	(1) Not done.	30 20.4	7 9.5	22 32.4
	(2) In planning stage	28 19.0	15 20.3	12 17.6
	(3) Has been done	85 57.8	49 66.2	33 48.5
3.	Provide realistic information about students probable job futures (i.e., most women and men can expect to hold paying jobs even if they marry and have families).			
	Omit. . .	1 0.7	1 1.4	0 0.0
	(1) Not done.	8 5.4	2 2.7	5 7.4
	(2) In planning stage	12 8.2	5 6.8	6 8.8
	(3) Has been done	126 85.7	66 89.2	57 83.8
4.	Encourage young women and young men to take courses that lead to economic self-sufficiency.			
	Omit. . .	4 2.7	2 2.7	2 2.9
	(1) Not done.	11 7.5	0 0.0	10 14.7
	(2) In planning stage	12 8.2	4 5.4	6 8.8
	(3) Has been done	120 81.6	68 91.9	50 73.5
5.	Remind both girls and boys that math and science are required for jobs of the future; and that they should include these courses in their schedules.			
	Omit. . .	2 1.4	1 1.4	1 1.5
	(1) Not done.	6 4.1	1 1.4	5 7.4
	(2) In planning stage	8 5.4	2 2.7	5 7.4
	(3) Has been done	131 89.1	70 94.6	57 83.8

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Table 7272.S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
6.	Point out that there is wage inequity by job area. (Typically "female jobs" pay lower salaries than typically "male jobs.") Omit.	4 2.7	2 2.7	2 2.9
	(1) Not done.	34 23.1	10 13.5	22 32.4
	(2) In planning stage	25 17.0	12 16.2	13 19.1
	(3) Has been done	84 57.1	50 67.6	31 45.6
7.	Discuss job salaries as they relate to career interest with both female and male students. Omit.	1 0.7	1 1.4	0 0.0
	(1) Not done.	15 10.2	2 2.7	13 19.1
	(2) In planning stage	15 10.2	7 9.5	8 11.8
	(3) Has been done	116 78.9	64 86.5	47 69.1
	8-11. Nontraditional career options are presented to students on a regular basis through:			
8.	pre-registration sessions. Omit.	26 17.7	12 16.2	14 20.6
	(1) Not done.	62 42.2	25 33.8	35 51.5
	(2) In planning stage	12 8.2	6 8.1	5 7.4
	(3) Has been done	47 32.0	31 41.9	14 20.6
9.	career fairs. Omit.	9 6.1	4 5.4	5 7.4
	(1) Not done.	44 29.9	19 25.7	23 33.8
	(2) In planning stage	19 12.9	7 9.5	12 17.6
	(3) Has been done	75 51.0	44 59.5	28 41.2
10.	guest speakers. Omit.	8 5.4	3 4.1	5 7.4
	(1) Not done.	20 13.6	7 9.5	13 19.1
	(2) In planning stage	15 10.2	6 8.1	7 10.3
	(3) Has been done	104 70.7	58 78.4	43 63.2
11.	career education materials/activities. Omit.	3 2.0	1 1.4	2 2.9
	(1) Not done.	3 2.0	0 0.0	3 4.4
	(2) In planning stage	11 7.5	3 4.1	7 10.3
	(3) Has been done	130 88.4	70 94.6	56 82.4

	Item Statement	Total N %	Male N %	Female N %
12.	Statistics are collected and analyzed by course and program to determine patterns in male/female enrollments on a regular basis. (More than 75 percent enrollment of one sex is considered an area of concern.) Omit. . .	33 22.4	9 12.2	24 35.3
	(1) Not done.	62 42.2	27 36.5	32 47.1
	(2) In planning stage	13 8.8	8 10.8	4 5.9
	(3) Has been done	39 26.5	30 40.5	8 11.8
13.	There is a plan in operation that encourages students to enroll in nontraditional classes. Omit. . .	23 15.6	7 9.5	16 23.5
	(1) Not done.	53 36.1	23 31.1	27 39.7
	(2) In planning stage	15 10.2	12 16.2	2 2.9
	(3) Has been done	56 38.1	32 43.2	23 33.8
14.	The school is initiating new and earlier opportunities for students to explore non-traditional options at elementary and middle/ junior high levels. Omit. . .	22 15.0	9 12.2	13 19.1
	(1) Not done.	11 7.5	4 5.4	7 10.3
	(2) In planning stage	29 19.7	16 21.6	12 17.6
	(3) Has been done	85 57.8	45 60.8	36 52.9
15.	Nontraditional role models--both men and women, are used as speakers for career days, shadowing, mentoring, and classroom instruction. Omit.	6 4.1	1 1.4	5 7.4
	(1) Not done.	8 5.4	2 2.7	5 7.4
	(2) In planning stage	19 12.9	9 12.2	10 14.7
	(3) Has been done	114 77.6	62 83.8	48 70.6
16.	Students enrolled or who plan to enroll in nontraditional classes are supported through support groups and contacts with role models and counselors. Omit. . .	23 15.6	5 6.8	18 26.5
	(1) Not done.	63 42.9	28 37.8	33 48.5
	(2) In planning stage	16 10.9	10 13.5	5 7.4
	(3) Has been done	45 30.6	31 41.9	12 17.6

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Table 7272.S
Guidance Counselor Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
17.	Counseling materials, including tests and inventories, are reviewed; those that may reinforce bias and stereotyping are modified or eliminated. Omit. . .	8 5.4	3 4.1	5 7.4
	(1) Not done.	16 10.9	6 8.1	8 11.8
	(2) In planning stage	18 12.2	10 13.5	8 11.8
	(3) Has been done	105 71.4	55 74.3	47 69.1
18.	Career counseling materials are current, reflecting new and emerging and non-traditional occupations. Omit. . .	3 2.0	1 1.4	2 2.9
	(1) Not done.	1 0.7	0 0.0	0 0.0
	(2) In planning stage	22 15.0	7 9.5	15 22.1
	(3) Has been done	121 82.3	66 89.2	51 75.0
19.	Find and use materials that show the changing roles of men and women in our society both in the family and in the workplace. Omit. . .	2 1.4	1 1.4	1 1.5
	(1) Not done.	10 6.8	3 4.1	5 7.4
	(2) In planning stage	19 12.9	8 10.8	11 16.2
	(3) Has been done	116 78.9	62 83.8	51 75.0
20.	Coordinate bulletin boards and displays that portray women and men working at a variety of jobs, including nontraditional jobs. Omit. . .	8 5.4	3 4.1	5 7.4
	(1) Not done.	53 36.1	24 32.4	27 39.7
	(2) In planning stage	32 21.8	16 21.6	16 23.5
	(3) Has been done	54 36.7	31 41.9	20 29.4
21.	Assist in planning staff development activities on equity issues. Omit. . .	7 4.8	1 1.4	4 5.9
	(1) Not done.	70 47.6	28 37.8	40 58.8
	(2) In planning stage	36 24.5	21 28.4	14 20.6
	(3) Has been done	34 23.1	24 32.4	10 14.7

	Item Statement	Total N %	Male N %	Female N %
22.	Model sex fair behavior in actions and words, conveying to others the importance of equality and appropriateness for both sexes of a wide range of roles and interests. Omit.	4 2.7	0 0.0	1 1.5
	(1) Not done.	3 2.0	0 0.0	3 4.4
	(2) In planning stage	11 7.5	7 9.5	4 5.9
	(3) Has been done	129 87.8	67 90.5	60 88.2
23.	Developmental guidance is being implemented in this district. Omit.	6 4.1	1 1.4	2 2.9
	(1) Not done.	3 2.0	0 0.0	3 4.4
	(2) In planning stage	9 6.1	4 5.4	5 7.4
	(3) Has been done	129 87.8	69 93.2	58 85.3
24.	Check one: Omit.	5 3.4	0 0.0	0 0.0
	(1) Male.	74 50.3	74 100.0	0 0.0
	(2) Female.	68 46.3	0 0.0	68 100.0

	Item Statement	Total N %	Male N %	Female N %
1.	Review curriculum, content, activities and projects for appropriateness to both females and males on a regular basis. Omit. . .	57 2.0	7 0.8	44 2.4
	(1) Not done.	535 19.0	172 19.5	348 18.9
	(2) In planning stage	302 10.7	88 10.0	202 11.0
	(3) Has been done	1924 68.3	616 69.8	1245 67.7
2.	Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. . .	53 1.9	9 1.0	42 2.3
	(1) Not done.	302 10.7	121 13.7	171 9.3
	(2) In planning stage	312 11.1	98 11.1	202 11.0
	(3) Has been done	2151 76.3	655 74.2	1424 77.4
3.	Collect and analyze enrollment statistics by course and program to determine male/female enrollment patterns. Omit. . .	364 12.9	63 7.1	285 15.5
	(1) Not done.	1582 56.1	459 52.0	1066 58.0
	(2) In planning stage	212 7.5	82 9.3	126 6.9
	(3) Has been done	660 23.4	279 31.6	362 19.7
4.	Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. . .	52 1.8	12 1.4	34 1.8
	(1) Not done.	322 11.4	130 14.7	179 9.7
	(2) In planning stage	329 11.7	103 11.7	217 11.8
	(3) Has been done	2115 75.1	638 72.3	1409 76.6
5.	Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	76 2.7	24 2.7	47 2.6
	(1) Not done.	364 12.9	136 15.4	213 11.6
	(2) In planning stage	276 9.8	93 10.5	171 9.3
	(3) Has been done	2102 74.6	630 71.3	1408 76.6

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Table 7274.S
Teaching Staff Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family. Omit. . .	66 2.3	17 1.9	44 2.4
(1) Not done.	443 15.7	202 22.9	219 11.9
(2) In planning stage	305 10.8	95 10.8	202 11.0
(3) Has been done	2004 71.1	569 64.4	1374 74.7
7. Plan student activities that help female and male students work together more effectively. Omit. . .	38 1.3	14 1.6	21 1.1
(1) Not done.	188 6.7	80 9.1	96 5.2
(2) In planning stage	227 8.1	80 9.1	141 7.7
(3) Has been done	2365 83.9	709 80.3	1581 86.0
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll. Omit. . .	428 15.2	69 7.8	342 18.6
(1) Not done.	1336 47.4	381 43.1	915 49.8
(2) In planning stage	232 8.2	94 10.6	127 6.9
(3) Has been done	822 29.2	339 38.4	455 24.7
9. Evaluate teaching behaviors that encourage equity, (e.g., nonsexist langauge, discipline, and reinforcement as well as equal attention to females and males). Omit.	114 4.0	14 1.6	33 1.8
(1) Not done.	236 8.4	98 11.1	135 7.3
(2) In planning stage	253 9.0	82 9.3	168 9.1
(3) Has been done	2215 78.6	689 78.0	1503 81.7
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards. Omit. . .	113 4.0	12 1.4	33 1.8
(1) Not done.	307 10.9	136 15.4	168 9.1
(2) In planning stage	264 9.4	95 10.8	167 9.1
(3) Has been done	2134 75.7	640 72.5	1471 80.0

	Item Statement	*Total* N %	*Male* N %	*Female* N %
11.	Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible. Omit. . .	164 5.8	18 2.0	78 4.2
	(1) Not done.	573 20.3	202 22.9	364 19.8
	(2) In planning stage	308 10.9	98 11.1	209 11.4
	(3) Has been done	1773 62.9	565 64.0	1188 64.6
12.	Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction. Omit. . .	202 7.2	28 3.2	104 5.7
	(1) Not done.	1138 40.4	410 46.4	718 39.0
	(2) In planning stage	435 15.4	133 15.1	299 16.3
	(3) Has been done	1043 37.0	312 35.3	718 39.0
13.	Involve students in identifying examples of sex discrimination, stereotyping and bias in text-books, curriculum materials, and media. Omit.	197 7.0	25 2.8	101 5.5
	(1) Not done.	1224 43.4	416 47.1	797 43.3
	(2) In planning stage	334 11.9	100 11.3	231 12.6
	(3) Has been done	1063 37.7	342 38.7	710 38.6
14.	Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking. Omit. . .	132 4.7	22 2.5	42 2.3
	(1) Not done.	477 16.9	192 21.7	279 15.2
	(2) In planning stage	265 9.4	88 10.0	175 9.5
	(3) Has been done	1944 69.0	581 65.8	1343 73.0
15.	Model sex-fair behavior in actions and words conveying to others the importance of equality. Omit. . .	126 4.5	22 2.5	37 2.0
	(1) Not done.	119 4.2	63 7.1	55 3.0
	(2) In planning stage	165 5.9	55 6.2	108 5.9
	(3) Has been done	2408 85.5	743 84.1	1639 89.1

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Table 7274.S
Teaching Staff Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
16.	Check one: Omit. . .	96 3.4	0 0.0	0 0.0
	(1) Male.	883 31.3	883 100.0	0 0.0
	(2) Female.	1839 65.3	0 0.0	1839 100.0
17.	Indicate the level(s) at which you are assigned: Omit. . .	84 3.0	5 0.6	10 0.5
	(1) elementary (K-6).	1303 46.2	214 24.2	1078 58.6
	(2) junior high (7-8)	662 23.5	299 33.9	354 19.2
	(3) senior high (9-12).	980 34.8	499 56.5	472 25.7
	(4) K-12 specialist	215 7.6	51 5.8	159 8.6
18.	Which of the following best describes the area you teach: Omit. . .	81 2.9	6 0.7	7 0.4
	(1) general (elementary, math, English, physical education, music, etc)	2000 71.0	654 74.1	1331 72.4
	(2) vocational (agriculture education, business education, technology education etc). . .	266 9.4	136 15.4	130 7.1
	(3) other (special/alternative programs). . .	508 18.0	101 11.4	394 21.4

	Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
1.	Review curriculum, content, activities and projects for appropriateness to both females and males, on a regular basis. Omit. .	28 2.1	6 0.9	15 1.5	8 3.7
	(1) Not done.	257 19.7	113 17.1	171 17.4	37 17.2
	(2) In planning stage	147 11.3	72 10.9	108 11.0	23 10.7
	(3) Has been done	871 66.8	471 71.1	686 70.0	147 68.4
2.	Eliminate or modify materials or activities that may reinforce bias and stereotyping. Omit. .	22 1.7	13 2.0	20 2.0	4 1.9
	(1) Not done.	119 9.1	63 9.5	126 12.9	27 13
	(2) In planning stage	145 11.1	73 11.0	100 10.2	27 12.6
	(3) Has been done	1017 78.1	513 77.5	734 74.9	157 73.0
3.	Collect and analyze enrollment statistics by course and program to determine in male/female enrollment patterns. Omit. .	229 17.6	69 10.4	50 5.1	28 13.0
	(1) Not done.	766 58.8	355 53.6	496 50.6	122 57
	(2) In planning stage	81 6.2	55 8.3	101 10.3	15 7
	(3) Has been done	227 17.4	183 27.6	333 34.0	50 23
4.	Infuse ideas about careers in lesson plans. Incorporate current information on changing trends in the work force. Discuss the importance of expanding female and male choices in careers. Omit. .	25 1.9	12 1.8	17 1.7	7 3.3
	(1) Not done.	120 9.2	81 12.2	129 13.2	37 17.2
	(2) In planning stage	156 12.0	91 13.7	115 11.7	30 14.0
	(3) Has been done	1002 76.9	478 72.2	719 73.4	141 65.6
5.	Reinforce realistic job futures, (i.e., most women and men can expect to hold paying jobs even if they marry and have families.) Omit.	38 2.9	14 2.1	20 2.0	9 4.2
	(1) Not done.	172 13.2	85 12.8	126 12.9	31 14.4
	(2) In planning stage	129 9.9	75 11.3	88 9.0	26 12.1
	(3) Has been done	964 74.0	488 73.7	746 76.1	149 69.3

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Table 7274.G
Teaching Staff Survey

Item Statement		*K-6* *N* %	*7-8* *N* %	*9-12* *N* %	*K-12 Spec.* *N* %
6. Use materials that show the changing roles of men and women, both in the workplace and in the family.	Omit. .	24 1.8	19 2.9	22 2.2	8 3.7
	(1) Not done.	138 10.6	119 18.0	198 20.2	45 20.9
	(2) In planning stage	140 10.7	86 13.0	101 10.3	25 11.6
	(3) Has been done	1001 76.8	438 66.2	659 67.2	137 63.7
7. Plan student activities that help female and male students work together more effectively.	Omit. .	6 0.5	8 1.2	20 2.0	7 3.3
	(1) Not done.	47 3.6	32 4.8	106 10.8	23 10.7
	(2) In planning stage	81 6.2	72 10.9	96 9.8	19 8.8
	(3) Has been done	1169 89.7	550 83.1	758 77.3	166 77.2
8. Design course information materials such as brochures, course descriptions and handouts to encourage both females and males to enroll.	Omit. .	282 21.6	80 12.1	49 5.0	38 17.7
	(1) Not done.	723 55.5	287 43.4	359 36.6	91 42.3
	(2) In planning stage	74 5.7	69 10.4	119 12.1	23 10.7
	(3) Has been done	224 17.2	226 34.1	453 46.2	63 29.3
9. Evaluate teaching behaviors that encourage equity, (e.g. nonsexit language, discipline, and reinforcement as well as equal attention to males and females.) attention to females/males).	Omit. .	20 1.5	8 1.2	16 1.6	7 3.3
	(1) Not done.	82 6.3	50 7.6	113 11.5	23 10.7
	(2) In planning stage	123 9.4	67 10.1	89 9.1	25 11.6
	(3) Has been done	1078 82.7	537 81.1	762 77.8	160 74.4
10. Portray females and males in both traditional and nontraditional roles during discussions and visually in materials and displays such as bulletin boards.	Omit. .	18 1.4	10 1.5	19 1.9	8 3.7
	(1) Not done.	96 7.4	96 14.5	154 15.7	23 10.7
	(2) In planning stage	122 9.4	77 11.6	93 9.5	25 11.6
	(3) Has been done	1067 81.9	479 72.4	714 72.9	159 74.0

	Item Statement	K-6 N %	7-8 N %	9-12 N %	K-12 Spec. N %
11.	Incorporate the topics of sex discrimination, stereotyping and bias into regular course content and discussions whenever possible.				
	Omit. .	63 4.8	18 2.7	18 1.8	14 6.5
	(1) Not done.	265 20.3	122 18.4	205 20.9	50 23.3
	(2) In planning stage	166 12.7	78 11.8	81 8.3	29 13.5
	(3) Has been done	809 62.1	444 67.1	676 69.0	122 56.7
12.	Help arrange for nontraditional role models, both men and women, to be speakers for career days, shadowing, mentoring, and classroom instruction.				
	Omit. .	68 5.2	30 4.5	32 3.3	26 12.1
	(1) Not done.	463 35.5	285 43.1	467 47.7	89 41.4
	(2) In planning stage	209 16.0	112 16.9	168 17.1	31 14.4
	(3) Has been done	563 43.2	235 35.5	313 31.9	69 32.1
13.	Involve students in identifying examples of sex discrimination, stereotyping and bias in textbooks, curriculum materials, and media.				
	Omit. .	80 6.1	22 3.3	24 2.4	19 8.8
	(1) Not done.	601 46.1	279 42.1	420 42.9	90 41.9
	(2) In planning stage	171 13.1	84 12.7	108 11.0	30 14.0
	(3) Has been done	451 34.6	277 41.8	428 43.7	76 35.3
14.	Assist both boys and girls in recognizing that it is very likely their adult roles will include paid work, parenting and homemaking.				
	Omit. .	34 2.6	11 1.7	19 1.9	13 6.0
	(1) Not done.	191 14.7	120 18.1	199 20.3	39 18.1
	(2) In planning stage	137 10.5	67 10.1	82 8.4	22 10.2
	(3) Has been done	941 72.2	464 70.1	680 69.4	141 65.6
15.	Model sex-fair behavior in actions and words conveying to others the importance of equality.				
	Omit. .	24 1.8	14 2.1	24 2.4	10 4.7
	(1) Not done.	43 3.3	35 5.3	56 5.7	14 6.5
	(2) In planning stage	87 6.7	33 5.0	53 5.4	16 7.4
	(3) Has been done	1149 88.2	580 87.6	847 86.4	175 81.4

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Table 7274.G
Teaching Staff Survey

	Item Statement		*K-6* *N* %	*7-8* *N* %	*9-12* *N* %	*K-12 Spec.* *N* %
16.	Check one:	Omit. .	11 0.8	9 1.4	9 0.9	5 2.3
	(1) Male.		214 16.4	299 45.2	499 50.9	51 23.7
	(2) Female.		1078 82.7	354 53.5	472 48.2	159 74.0
17.	Indicate the level(s) at which you are assigned:	Omit. .	0 0.0	0 0.0	0 0.0	0 0.0
	(1) elementary (K-6).		1303 100.0	119 18.0	42 4.3	16 7.4
	(2) junior high (7-8)		119 9.1	662 100.0	266 27.1	14 6.5
	(3) senior high (9-12).		42 3.2	266 40.2	980 100.0	17 7.9
	(4) K-12 specialist		16 1.2	14 2.1	17 1.7	215 100.0
18.	Which of the following best describes the area you teach:	Omit. .	6 0.5	1 0.2	4 0.4	2 0.9
	(1) general (elementary, math, English, physical education, music, etc)		1099 84.3	428 64.7	605 61.7	90 41.9
	(2) vocational (agriculture education business education, technology education).		22 1.7	113 17.1	220 22.4	12 5.6
	(3) other (special/alternative programs). .		187 14.4	136 20.5	171 17.4	122 56.7

Annual Composite Report
1993-1994 Evaluation Data

Item Statement	*Total* N %	*Male* N %	*Female* N %
1. I am encouraged to take courses that I need for careers of the future. Omit. . .	10 0.4	2 0.2	7 0.5
(1) I disagree	250 8.8	108 8.4	130 8.8
(2) Unsure	447 15.8	222 17.2	206 14.0
(3) I agree.	2128 75.1	955 74.2	1132 76.7
2. I would like to know more about future career possibilities. Omit. . .	4 0.1	0 0.0	4 0.3
(1) I disagree	113 4.0	58 4.5	51 3.5
(2) Unsure	364 12.8	187 14.5	160 10.8
(3) I agree.	2354 83.0	1042 81.0	1260 85.4
3. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	3 0.1	0 0.0	3 0.2
(1) I disagree	807 28.5	351 27.3	430 29.2
(2) Unsure	1121 39.5	543 42.2	547 37.1
(3) I agree.	904 31.9	393 30.5	495 33.6
4. In our school, there are support groups for students choosing nontraditional careers. Omit. . .	9 0.3	3 0.2	5 0.3
(1) I disagree	1485 52.4	596 46.3	860 58.3
(2) Unsure	1119 39.5	564 43.8	516 35.0
(3) I agree.	222 7.8	124 9.6	94 6.4
5. The counselor maintains up-to-date career publications that help me make career choices. Omit. . .	9 0.3	2 0.2	6 0.4
(1) I disagree	561 19.8	213 16.6	332 22.5
(2) Unsure	972 34.3	462 35.9	482 32.7
(3) I agree.	1293 45.6	610 47.4	655 44.4
6. Some courses in our school are boys courses and some are girls courses. Omit. . .	12 0.4	1 0.1	10 0.7
(1) I disagree	1199 42.3	522 40.6	654 44.3
(2) Unsure	605 21.3	305 23.7	275 18.6
(3) I agree.	1019 35.9	459 35.7	536 36.3

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
7. Generally, teachers treat male and female students the same. Omit. . .	10 0.4	3 0.2	6 0.4
(1) I disagree	795 28.0	363 28.2	413 28.0
(2) Unsure	652 23.0	289 22.5	338 22.9
(3) I agree.	1378 48.6	632 49.1	718 48.7
8. Teachers pay more attention to boys. Omit. . .	12 0.4	4 0.3	7 0.5
(1) I disagree	1565 55.2	787 61.1	741 50.2
(2) Unsure	988 34.9	433 33.6	529 35.9
(3) I agree.	270 9.5	63 4.9	198 13.4
9. Teachers pay more attention to girls. Omit. .	16 0.6	6 0.5	10 0.7
(1) I disagree	1420 50.1	566 44.0	821 55.7
(2) Unsure	996 35.1	419 32.6	547 37.1
(3) I agree.	401 14.1	296 23.0	97 6.6
10. Career and vocational courses are designed so the content is appropriate to both females and males. Omit. . .	22 0.8	9 0.7	12 0.8
(1) I disagree	197 6.9	95 7.4	99 6.7
(2) Unsure	926 32.7	422 32.8	471 31.9
(3) I agree.	1690 59.6	761 59.1	893 60.5
11. Teachers expect the same achievement from females and males. Omit. . .	17 0.6	9 0.7	7 0.5
(1) I disagree	478 16.9	170 13.2	295 20.0
(2) Unsure	613 21.6	304 23.6	285 19.3
(3) I agree.	1727 60.9	804 62.5	888 60.2
12. Most women work because of economic need. Omit. . .	9 0.3	4 0.3	4 0.3
(1) I disagree	672 23.7	211 16.4	443 30.0
(2) Unsure	1025 36.2	563 43.7	429 29.1
(3) I agree.	1129 39.8	509 39.5	599 40.6

Item Statement		Total N %	Male N %	Female N %
13. Ninety percent of women work for pay most of their life.	Omit. . .	8 0.3	4 0.3	3 0.2
	(1) I disagree	319 11.3	169 13.1	139 9.4
	(2) Unsure	1287 45.4	682 53.0	565 38.3
	(3) I agree.	1221 43.1	432 33.6	768 52.1
14. Women make up 15 percent (3 out of 20) physicians in the U.S.	Omit. . .	11 0.4	5 0.4	5 0.3
	(1) I disagree	183 6.5	89 6.9	89 6.0
	(2) Unsure	1728 61.0	827 64.3	855 58.0
	(3) I agree.	913 32.2	366 28.4	526 35.7
15. Physicians, who work in clinics, earn about $74,000 a year.	Omit. . .	13 0.5	6 0.5	5 0.3
	(1) I disagree	173 6.1	74 5.7	88 6.0
	(2) Unsure	1941 68.5	839 65.2	1053 71.4
	(3) I agree.	708 25.0	368 28.6	329 22.3
16. Nurses earn about $26,000 a year.	Omit. . .	14 0.5	8 0.6	4 0.3
	(1) I disagree	197 6.9	87 6.8	96 6.5
	(2) Unsure	1893 66.8	844 65.6	1002 67.9
	(3) I agree.	731 25.8	348 27.0	373 25.3
17. Women make up eight percent (2 out of 25) of the engineers in the U.S.	Omit. . .	14 0.5	5 0.4	7 0.5
	(1) I disagree	167 5.9	79 6.1	80 5.4
	(2) Unsure	1798 63.4	825 64.1	924 62.6
	(3) I agree.	856 30.2	378 29.4	464 31.5
18. Most men will work for pay most of their lives.	Omit. . .	12 0.4	6 0.5	5 0.3
	(1) I disagree	88 3.1	39 3.0	46 3.1
	(2) Unsure	508 17.9	225 17.5	251 17.0
	(3) I agree.	2227 78.6	1017 79.0	1173 79.5

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Starting annual salary for engineers is $30,000. Omit. . .	11 0.4	3 0.2	7 0.5
(1) I disagree	162 5.7	78 6.1	76 5.2
(2) Unsure	1846 65.1	728 56.6	1069 72.5
(3) I agree.	816 28.8	478 37.1	323 21.9
20. Ninety-nine percent of all secretaries are women. Omit. . .	10 0.4	6 0.5	2 0.1
(1) I disagree	267 9.4	121 9.4	140 9.5
(2) Unsure	1087 38.3	553 43.0	495 33.6
(3) I agree.	1471 51.9	607 47.2	838 56.8
21. Secretaries annually earn about $12,000. Omit.	10 0.4	4 0.3	3 0.2
(1) I disagree	255 9.0	137 10.6	113 7.7
(2) Unsure	2015 71.1	897 69.7	1073 72.7
(3) I agree.	555 19.6	249 19.3	286 19.4
22. Most men work because of economic need. Omit.	31 1.1	2 0.2	2 0.1
(1) I disagree	231 8.1	76 5.9	151 10.2
(2) Unsure	691 24.4	273 21.2	398 27.0
(3) I agree.	1882 66.4	936 72.7	924 62.6
23. I think it is okay that both women and men are moving into jobs that may not be usual for their sex. Omit. . .	31 1.1	3 0.2	1 0.1
(1) I disagree	118 4.2	97 7.5	17 1.2
(2) Unsure	387 13.7	271 21.1	99 6.7
(3) I agree.	2299 81.1	916 71.2	1358 92.1
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	32 1.1	3 0.2	1 0.1
(1) I disagree	238 8.4	128 9.9	104 7.1
(2) Unsure	480 16.9	262 20.4	199 13.5
(3) I agree.	2085 73.5	894 69.5	1171 79.4

Item Statement	Total N %	Male N %	Female N %
25. I expect to work at a paying job most of my life. Omit. . .	49 1.7	9 0.7	10 0.7
(1) I disagree	83 2.9	43 3.3	33 2.2
(2) Unsure	312 11.0	142 11.0	155 10.5
(3) I agree.	2391 84.3	1093 84.9	1277 86.6
26. Women, as well as men, work to provide for themselves and for their families. Omit. . .	39 1.4	6 0.5	3 0.2
(1) I disagree	61 2.2	46 3.6	11 0.7
(2) Unsure	268 9.5	179 13.9	71 4.8
(3) I agree.	2467 87.0	1056 82.1	1390 94.2
27. I would support a man's choice to be a nurse. Omit. . .	38 1.3	5 0.4	3 0.2
(1) I disagree	170 6.0	136 10.6	27 1.8
(2) Unsure	405 14.3	281 21.8	106 7.2
(3) I agree.	2222 78.4	865 67.2	1339 90.8
28. I would support a woman's choice to be a carpenter. Omit. . .	43 1.5	6 0.5	7 0.5
(1) I disagree	207 7.3	173 13.4	27 1.8
(2) Unsure	369 13.0	252 19.6	102 6.9
(3) I agree.	2216 78.2	856 66.5	1339 90.8
29. A person has a legal right to seek any job and may not be refused a job based on her or her sex. Omit. . .	37 1.3	4 0.3	2 0.1
(1) I disagree	146 5.1	112 8.7	31 2.1
(2) Unsure	276 9.7	182 14.1	77 5.2
(3) I agree.	2376 83.8	989 76.8	1365 92.5
30. I would consider owning my own business. Omit.	44 1.6	7 0.5	6 0.4
(1) I disagree	289 10.2	105 8.2	173 11.7
(2) Unsure	652 23.0	278 21.6	358 24.3
(3) I agree.	1850 65.3	897 69.7	938 63.6

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Table 7270.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. Nearly half of single-parent families live in poverty.	Omit. . .	150 5.3	65 5.1	51 3.5
	(1) I disagree	502 17.7	182 14.1	312 21.2
	(2) Unsure	1595 56.3	751 58.4	818 55.5
	(3) I agree.	588 20.7	289 22.5	294 19.9
32. Six out of ten people in poverty are women who are the main source of income for their families.	Omit. . .	150 5.3	65 5.1	51 3.5
	(1) I disagree	265 9.3	114 8.9	144 9.8
	(2) Unsure	1653 58.3	775 60.2	855 58.0
	(3) I agree.	767 27.1	333 25.9	425 28.8
33. My parents have helped me explore possible careers.	Omit. . .	157 5.5	70 5.4	53 3.6
	(1) I disagree	553 19.5	221 17.2	322 21.8
	(2) Unsure	482 17.0	254 19.7	214 14.5
	(3) I agree.	1643 58.0	742 57.7	886 60.1
34. My parents know about job market demands and training required for jobs.	Omit. . .	151 5.3	68 5.3	49 3.3
	(1) I disagree	513 18.1	206 16.0	297 20.1
	(2) Unsure	864 30.5	409 31.8	438 29.7
	(3) I agree.	1307 46.1	604 46.9	691 46.8
35. I have learned about a wide variety of careers from watching TV.	Omit. . .	154 5.4	69 5.4	51 3.5
	(1) I disagree	823 29.0	324 25.2	489 33.2
	(2) Unsure	699 24.7	342 26.6	343 23.3
	(3) I agree.	1159 40.9	552 42.9	592 40.1
36. My friends and I generally have the same kinds of career goals.	Omit. . .	38 1.3	4 0.3	3 0.2
	(1) I disagree	1259 44.4	467 36.3	781 52.9
	(2) Unsure	753 26.6	427 33.2	306 20.7
	(3) I agree.	785 27.7	389 30.2	385 26.1

Item Statement		Total N %	Male N %	Female N %
37. I plan to have a career.	Omit. . .	36 1.3	3 0.2	1 0.1
(1) I disagree		38 1.3	24 1.9	11 0.7
(2) Unsure		209 7.4	116 9.0	76 5.2
(3) I agree.		2552 90.0	1144 88.9	1387 94.0
38. I plan to have a career and a family.	Omit. .	38 1.3	4 0.3	2 0.1
(1) I disagree		130 4.6	71 5.5	52 3.5
(2) Unsure		471 16.6	270 21.0	183 12.4
(3) I agree.		2196 77.5	942 73.2	1238 83.9
39. I feel good about myself.	Omit. . .	39 1.4	4 0.3	2 0.1
(1) I disagree		158 5.6	76 5.9	79 5.4
(2) Unsure		524 18.5	203 15.8	300 20.3
(3) I agree.		2114 74.6	1004 78.0	1094 74.2
40. My parents would support me in whatever career I choose.	Omit. . .	39 1.4	4 0.3	3 0.2
(1) I disagree		180 6.3	86 6.7	91 6.2
(2) Unsure		443 15.6	228 17.7	195 13.2
(3) I agree.		2173 76.6	969 75.3	1136 80.4
41. My male friends would support me in whatever career I choose.	Omit. . .	41 1.4	5 0.4	4 0.3
(1) I disagree		143 5.0	86 6.7	56 3.8
(2) Unsure		596 21.0	296 23.0	280 19.0
(3) I agree.		2055 72.5	900 69.9	1135 76.9
42. My female friends would support me in whatever career I choose.	Omit. . .	37 1.3	3 0.2	2 0.1
(1) I disagree		94 3.3	65 5.1	27 1.8
(2) Unsure		483 17.0	314 24.4	149 10.1
(3) I agree.		2221 78.3	905 70.3	1297 87.9

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Table 7270.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
43. I believe it is important to be independent and economically self-sufficient. Omit. . .	37 1.3	3 0.2	2 0.1
(1) I disagree	67 2.4	42 3.3	21 1.4
(2) Unsure	374 13.2	201 15.6	154 10.4
(3) I agree.	2357 83.1	1041 80.9	1298 88.0
44. I enjoy trying new and different things. Omit.	36 1.3	3 0.2	1 0.1
(1) I disagree	101 3.6	60 4.7	38 2.6
(2) Unsure	349 12.3	182 14.1	148 10.0
(3) I agree.	2349 82.9	1042 81.0	1288 87.3
45. I feel I can be whatever I want to be. Omit.	42 1.5	7 0.5	3 0.2
(1) I disagree	156 5.5	81 6.3	70 4.7
(2) Unsure	445 15.7	233 18.1	194 13.2
(3) I agree.	2192 77.3	966 75.1	1208 81.9
46. I am good at making decisions. Omit. . .	47 1.7	7 0.5	8 0.5
(1) I disagree	237 8.4	97 7.5	136 9.2
(2) Unsure	807 28.5	355 27.6	432 29.3
(3) I agree.	1744 61.5	828 64.3	899 60.9
47. The way I feel about my ability affects my willingness to try new things. Omit. . .	66 2.3	16 1.2	17 1.2
(1) I disagree	197 6.9	108 8.4	87 5.9
(2) Unsure	474 16.7	252 19.6	201 13.6
(3) I agree.	2098 74.0	911 70.8	1170 79.3
48. Check one: Omit. . .	73 2.6	0 0.0	0 0.0
(1) Male	1287 45.4	1287 100.0	0 0.0
(2) Female	1475 52.0	0 0.0	1475 100.0
49. Check the grade you are in: Omit. . .	1 0.0	0 0.0	0 0.0
(1) 11th grade	536 18.9	231 17.9	295 20.0
(2) 12th grade	2298 81.1	1056 82.1	1180 80.0

Annual Composite Report
1993-1994 Evaluation Data

Item Statement	*Total* N %	*Male* N %	*Female* N %
1. I have been encouraged to enroll in vocational courses based on my abilities and interests. Omit. . .	13 0.4	2 0.1	10 0.7
(1) I disagree	659 21.4	325 21.0	309 21.6
(2) Unsure	1136 36.9	591 38.2	502 35.1
(3) I agree.	1267 41.2	630 40.7	611 42.7
2. Women and men in nontraditional careers have come to talk about their jobs to students in our school. Omit. . .	7 0.2	4 0.3	2 0.1
(1) I disagree	1174 38.2	573 37.0	575 40.2
(2) Unsure	1231 40.0	632 40.8	545 38.1
(3) I agree.	663 21.6	339 21.9	310 21.6
3. I know someone who is in a nontraditional career. Omit. . .	26 0.8	12 0.8	9 0.6
(1) I disagree	635 20.7	357 23.1	264 18.4
(2) Unsure	914 29.7	487 31.5	387 27.0
(3) I agree.	1500 48.8	692 44.7	772 53.9
4. Teachers generally treat males and females the same. Omit. . .	11 0.4	5 0.3	5 0.3
(1) I disagree	1151 37.4	572 37.0	541 37.8
(2) Unsure	644 20.9	320 20.7	294 20.5
(3) I agree.	1269 41.3	651 42.1	592 41.3
5. Teachers actively encourage me to consider a wide range of career choices; including those that are nontraditional. Omit. . .	13 0.4	5 0.3	6 0.4
(1) I disagree	801 26.0	431 27.8	347 24.2
(2) Unsure	998 32.5	538 34.8	419 29.3
(3) I agree.	1263 41.1	574 37.1	660 46.1
6. In our school, there are support groups for students enrolled in nontraditional classes. Omit. . .	26 0.8	11 0.7	11 0.8
(1) I disagree	1104 35.9	507 32.8	569 39.7
(2) Unsure	1585 51.5	817 52.8	723 50.5
(3) I agree.	360 11.7	213 13.8	129 9.0

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Table 7269.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
7. Teachers expect the same achievement from males and females.	Omit. . .	16 0.5	9 0.6	7 0.5
(1) I disagree		575 18.7	274 17.7	278 19.4
(2) Unsure		621 20.2	319 20.6	277 19.3
(3) I agree.		1863 60.6	946 61.1	870 60.8
8. Teachers point out examples of stereotyping in textbooks and other materials.	Omit. . .	24 0.8	11 0.7	10 0.7
(1) I disagree		624 20.3	299 19.3	306 21.4
(2) Unsure		1080 35.1	546 35.3	492 34.4
(3) I agree.		1347 43.8	692 44.7	624 43.6
9. My counselor suggests classes I need for my career choice.	Omit. . .	21 0.7	13 0.8	6 0.4
(1) I disagree		852 27.7	418 27.0	406 28.4
(2) Unsure		781 25.4	432 27.9	317 22.1
(3) I agree.		1421 46.2	685 44.3	703 49.1
10. The counselors maintain up-to-date career information that can be used in making career choices.	Omit. . .	21 0.7	10 0.6	6 0.4
(1) I disagree		413 13.4	215 13.9	179 12.5
(2) Unsure		1178 38.3	613 39.6	521 36.4
(3) I agree.		1463 47.6	710 45.9	726 50.7
11. Counselors have helped me with my career choices.	Omit. . .	37 1.2	19 1.2	16 1.1
(1) I disagree		1398 45.5	700 45.2	662 46.2
(2) Unsure		791 25.7	415 26.8	342 23.9
(3) I agree.		849 27.6	414 26.7	412 28.8
12. In our school, there are courses that are clearly "boys' courses" and "girls' courses."	Omit. . .	6 0.2	3 0.2	1 0.1
(1) I disagree		1300 42.3	581 37.5	686 47.9
(2) Unsure		887 28.8	475 30.7	379 26.5
(3) I agree.		882 28.7	489 31.6	366 25.6

Item Statement	Total N %	Male N %	Female N %
13. Career and vocational courses are designed so the content is appropriate to both males and females. Omit. . .	23 0.7	13 0.8	9 0.6
(1) I disagree	214 7.0	120 7.8	80 5.6
(2) Unsure	1296 42.1	657 42.4	593 41.4
(3) I agree.	1542 50.1	758 49.0	750 52.4
14. I will work at a paying job most of my life. Omit. . .	8 0.3	2 0.1	3 0.2
(1) I disagree	99 3.2	53 3.4	37 2.6
(2) Unsure	462 15.0	239 15.4	200 14.0
(3) I agree.	2506 81.5	1254 81.0	1192 83.2
15. Sixty percent of the people living below the poverty level are women who are the main source of income for their families. Omit. . .	15 0.5	9 0.6	3 0.2
(1) I disagree	427 13.9	208 13.4	209 14.6
(2) Unsure	2070 67.3	1055 68.2	952 66.5
(3) I agree.	563 18.3	276 17.8	268 18.7
16. Nine out of ten women work for pay sometime during their lives. Omit. . .	18 0.6	4 0.3	5 0.3
(1) I disagree	121 3.9	89 5.7	18 1.3
(2) Unsure	799 26.0	463 29.9	307 21.4
(3) I agree.	2137 69.5	992 64.1	1102 77.0
17. The average woman will work outside the home between 20-40 years in her lifetime. Omit. . .	31 1.0	2 0.1	5 0.3
(1) I disagree	252 8.2	184 11.9	59 4.1
(2) Unsure	1346 43.8	791 51.1	523 36.5
(3) I agree.	1446 47.0	571 36.9	845 59.0
18. Women make up 15 percent (3 out of 20)of physicians in the U.S. Omit. . .	31 1.0	4 0.3	4 0.3
(1) I disagree	212 6.9	109 7.0	92 6.4
(2) Unsure	1822 59.3	957 61.8	821 57.3
(3) I agree.	1010 32.8	478 30.9	515 36.0

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Table 7269.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
19. Physicians, who work in clinics, make an average annual salary of $74,000. Omit. . .	35 1.1	8 0.5	4 0.3
(1) I disagree	175 5.7	94 6.1	72 5.0
(2) Unsure	2085 67.8	1002 64.7	1033 72.1
(3) I agree.	780 25.4	444 28.7	323 22.6
20. Nurses earn an average annual salary of $26,000. Omit. . .	33 1.1	5 0.3	5 0.3
(1) I disagree	211 6.9	114 7.4	87 6.1
(2) Unsure	2136 69.5	1062 68.6	1024 71.5
(3) I agree.	695 22.6	367 23.7	316 22.1
21. Ninety-nine percent of all secretaries are women. Omit. . .	37 1.2	7 0.5	6 0.4
(1) I disagree	332 10.8	185 12.0	141 9.8
(2) Unsure	1124 36.6	614 39.7	476 33.2
(3) I agree.	1582 51.4	742 47.9	809 56.5
22. Secretaries make an average annual salary of $12,000. Omit. . .	61 2.0	19 1.2	19 1.3
(1) I disagree	267 8.7	175 11.3	85 5.9
(2) Unsure	2248 73.1	1098 70.9	1096 76.5
(3) I agree.	499 16.2	256 16.5	232 16.2
23. On average, women make 65 cents for every dollar men make. Omit. . .	39 1.3	5 0.3	10 0.7
(1) I disagree	483 15.7	276 17.8	194 13.5
(2) Unsure	1744 56.7	907 58.6	795 55.5
(3) I agree.	809 26.3	360 23.3	433 30.2
24. "Women's jobs" and "men's jobs" are becoming a thing of the past. Omit. . .	33 1.1	5 0.3	6 0.4
(1) I disagree	280 9.1	163 10.5	108 7.5
(2) Unsure	726 23.6	423 27.3	268 18.7
(3) I agree.	2036 66.2	957 61.8	1050 73.3

Item Statement		Total N %	Male N %	Female N %
25. My parents encourage me to explore different career possibilities.	Omit. . .	27 0.9	2 0.1	3 0.2
	(1) I disagree	381 12.4	194 12.5	172 12.0
	(2) Unsure	445 14.5	266 17.2	150 10.5
	(3) I agree.	2222 72.3	1086 70.2	1107 77.3
26. My parents believe the career I choose should pay well.	Omit. . .	30 1.0	3 0.2	4 0.3
	(1) I disagree	501 16.3	208 13.4	281 19.6
	(2) Unsure	891 29.0	440 28.4	419 29.3
	(3) I agree.	1653 53.8	897 57.9	728 50.8
27. I have learned about different careers from watching TV.	Omit. . .	35 1.1	5 0.3	7 0.5
	(1) I disagree	593 19.3	267 17.2	307 21.4
	(2) Unsure	613 19.9	322 20.8	263 18.4
	(3) I agree.	1834 59.6	954 61.6	855 59.7
28. I plan to have a career.	Omit. . .	26 0.8	3 0.2	2 0.1
	(1) I disagree	84 2.7	45 2.9	29 2.0
	(2) Unsure	260 8.5	157 10.1	73 5.1
	(3) I agree.	2705 88.0	1343 86.8	1328 92.7
29. I plan to have a family and a career.	Omit. . .	32 1.0	3 0.2	7 0.5
	(1) I disagree	203 6.6	100 6.5	88 6.1
	(2) Unsure	639 20.8	373 24.1	238 16.6
	(3) I agree.	2201 71.6	1072 69.3	1099 76.7
30. My parents would support me in whatever career I choose.	Omit. . .	36 1.2	10 0.6	4 0.3
	(1) I disagree	211 6.9	126 8.1	76 5.3
	(2) Unsure	602 19.6	345 22.3	227 15.9
	(3) I agree.	2226 72.4	1067 68.9	1125 78.6

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Table 7269.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
31. My future career is important, so I want to start preparing for it now by taking the right classes.	Omit. . .	35 1.1	2 0.1	7 0.5
	(1) I disagree	111 3.6	73 4.7	28 2.0
	(2) Unsure	477 15.5	306 19.8	147 10.3
	(3) I agree.	2452 79.7	1167 75.4	1250 87.3
32. Women, as well as men, work to provide for themselves and for their families.	Omit. . .	39 1.3	7 0.5	6 0.4
	(1) I disagree	76 2.5	58 3.7	11 0.8
	(2) Unsure	403 13.1	268 17.3	103 7.2
	(3) I agree.	2557 83.2	1215 78.5	1312 91.6
33. I believe I have the right to enroll in any course in our school.	Omit. . .	42 1.4	11 0.7	6 0.4
	(1) I disagree	98 3.2	67 4.3	18 1.3
	(2) Unsure	328 10.7	209 13.5	93 6.5
	(3) I agree.	2607 84.8	1261 81.5	1315 91.8
34. I feel good about myself.	Omit. . .	43 1.4	6 0.4	9 0.6
	(1) I disagree	232 7.5	94 6.1	126 8.8
	(2) Unsure	678 22.0	342 22.1	297 20.7
	(3) I agree.	2122 69.0	1106 71.4	1000 69.8
35. I view my career primarily as a way to make some extra money.	Omit. . .	52 1.7	6 0.4	13 0.9
	(1) I disagree	1171 38.1	501 32.4	649 45.3
	(2) Unsure	817 26.6	438 28.3	356 24.9
	(3) I agree.	1035 33.7	603 39.0	414 28.9
36. I view my career primarily as something to do before marriage.	Omit. . .	56 1.8	13 0.8	12 0.8
	(1) I disagree	1436 46.7	661 42.7	764 53.4
	(2) Unsure	885 28.8	508 32.8	350 24.4
	(3) I agree.	698 22.7	366 23.6	306 21.4

Item Statement		Total N %	Male N %	Female N %
37. I view my career primarily as a way to use and develop my abilities.	Omit. . .	48 1.6	8 0.5	9 0.6
	(1) I disagree	273 8.9	169 10.9	94 6.6
	(2) Unsure	769 25.0	411 26.6	330 23.0
	(3) I agree.	1985 64.6	960 62.0	999 69.8
38. I view my career primarily as a lifetime experience that helps meet economic and psychological needs.	Omit. . .	50 1.6	6 0.4	12 0.8
	(1) I disagree	201 6.5	112 7.2	77 5.4
	(2) Unsure	1000 32.5	551 35.6	418 29.2
	(3) I agree.	1824 59.3	879 56.8	925 64.6
39. I feel I could be whatever I want to be.	Omit. . .	44 1.4	5 0.3	8 0.6
	(1) I disagree	263 8.6	153 9.9	96 6.7
	(2) Unsure	573 18.6	312 20.2	235 16.4
	(3) I agree.	2195 71.4	1078 69.6	1093 76.3
40. I feel like I am good at many things.	Omit. . .	51 1.7	7 0.5	12 0.8
	(1) I disagree	197 6.4	82 5.3	104 7.3
	(2) Unsure	631 20.5	276 17.8	328 22.9
	(3) I agree.	2196 71.4	1183 76.4	988 69.0
41. Check one:	Omit. . .	95 3.1	0 0.0	0 0.0
	(1) Male	1548 50.3	1548 100.0	0 0.0
	(2) Female	1432 46.6	0 0.0	1432 100.0
42. Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) 9th grade.	808 26.3	416 26.9	369 25.8
	(2) 10th grade	2173 70.7	1100 71.1	1003 70.0
	(3) 11th grade	94 3.1	32 2.1	60 4.2

	Item Statement	Total %	Male %	Female %
1.	In our school teachers treat boys and girls the same way. Omit. . .	10 0.3	4 0.2	4 0.2
	(1) I disagree	1267 36.2	692 40.0	547 32.3
	(2) Unsure	1075 30.7	496 28.7	564 33.3
	(3) I agree.	1146 32.8	539 31.1	581 34.3
2.	Teachers help me consider many different career choices, including those that are nontraditional. Omit. . .	17 0.5	8 0.5	7 0.4
	(1) I disagree	775 22.2	435 25.1	323 19.0
	(2) Unsure	1526 43.6	792 45.8	712 42.0
	(3) I agree.	1180 33.7	496 28.7	654 38.6
3.	In our school, there are courses that are clearly "boys courses" and "girls courses." Omit. . .	12 0.3	2 0.1	9 0.5
	(1) I disagree	1600 45.7	714 41.2	862 50.8
	(2) Unsure	908 26.0	467 27.0	415 24.5
	(3) I agree.	978 28.0	548 31.7	410 24.2
4.	Teachers expect the same things from girls and boys. Omit. . .	24 0.7	11 0.6	13 0.8
	(1) I disagree	737 21.1	408 23.6	311 18.3
	(2) Unsure	711 20.3	362 20.9	335 19.8
	(3) I agree.	2026 57.9	950 54.9	1037 61.1
5.	In my classes, boys and girls are placed in separate groups for activities or projects. Omit. . .	24 0.7	13 0.8	11 0.6
	(1) I disagree	2529 72.3	1201 69.4	1280 75.5
	(2) Unsure	593 17.0	323 18.7	256 15.1
	(3) I agree.	352 10.1	194 11.2	149 8.8
6.	I believe I have the right to enroll in any course in the school. Omit. . .	103 2.9	57 3.3	43 2.5
	(1) I disagree	126 3.6	78 4.5	45 2.7
	(2) Unsure	438 12.5	266 15.4	155 9.1
	(3) I agree.	2831 80.9	1330 76.8	1453 85.7

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
	7-11. I will plan my high school classes based on:				
7.	my interests.	Omit. . .	11 0.3	6 0.3	5 0.3
	(1) I disagree		50 1.4	35 2.0	14 0.8
	(2) Unsure		247 7.1	155 9.0	84 5.0
	(3) I agree.		3190 91.2	1535 88.7	1593 93.9
8.	what I am good at.	Omit. . .	9 0.3	3 0.2	6 0.4
	(1) I disagree		122 3.5	63 3.6	56 3.3
	(2) Unsure		396 11.3	200 11.6	187 11.0
	(3) I agree.		2971 84.9	1465 84.6	1447 85.3
9.	what classes my friends are taking.	Omit. . .	39 1.1	13 0.8	25 1.5
	(1) I disagree		1330 38.0	577 33.3	725 42.7
	(2) Unsure		1321 37.8	666 38.5	630 37.1
	(3) I agree.		808 23.1	475 27.4	316 18.6
10.	what I need for college.	Omit. . .	17 0.5	7 0.4	7 0.4
	(1) I disagree		119 3.4	93 5.4	25 1.5
	(2) Unsure		501 14.3	317 18.3	175 10.3
	(3) I agree.		2861 81.8	1314 75.9	1489 87.8
11.	what I need for a career.	Omit. . .	57 1.6	28 1.6	25 1.5
	(1) I disagree		67 1.9	52 3.0	14 0.8
	(2) Unsure		475 13.6	266 15.4	195 11.5
	(3) I agree.		2899 82.9	1385 80.0	1462 86.2
	12-14. In school I am encouraged to do good work in:				
12.	math.	Omit. . .	8 0.2	3 0.2	5 0.3
	(1) I disagree		142 4.1	82 4.7	55 3.2
	(2) Unsure		314 9.0	171 9.9	134 7.9
	(3) I agree.		3034 86.7	1475 85.2	1502 88.6

	Item Statement		Total N %	Male N %	Female N %
13.	science.	Omit. . .	12 0.3	4 0.2	8 0.5
	(1) I disagree		156 4.5	95 5.5	56 3.3
	(2) Unsure		497 14.2	272 15.7	211 12.4
	(3) I agree.		2833 81.0	1360 78.6	1421 83.8
14.	reading.	Omit. . .	30 0.9	18 1.0	11 0.6
	(1) I disagree		348 9.9	219 12.7	117 6.9
	(2) Unsure		806 23.0	430 24.8	357 21.0
	(3) I agree.		2314 66.2	1064 61.5	1211 71.4
15.	Doing good work in school is important to me.	Omit. . .	10 0.3	9 0.5	1 0.1
	(1) I disagree		119 3.4	89 5.1	26 1.5
	(2) Unsure		531 15.2	345 19.9	169 10.0
	(3) I agree.		2838 81.1	1288 74.4	1500 88.4
16.	Doing good work in school will help me prepare for a good career.	Omit. . .	19 0.5	10 0.6	9 0.5
	(1) I disagree		70 2.0	56 3.2	12 0.7
	(2) Unsure		337 9.6	201 11.6	125 7.4
	(3) I agree.		3072 87.8	1464 84.6	1550 91.4
17.	Most women work because they need the money.	Omit. . .	7 0.2	2 0.1	4 0.2
	(1) I disagree		1030 29.4	366 21.1	653 38.5
	(2) Unsure		1337 38.2	725 41.9	581 34.3
	(3) I agree.		1124 32.1	638 36.9	458 27.0
18.	Most people living below the poverty level are women and their children.	Omit. . .	9 0.3	2 0.1	4 0.2
	(1) I disagree		998 28.5	395 22.8	592 34.9
	(2) Unsure		1810 51.7	960 55.5	811 47.8
	(3) I agree.		681	374	289

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Table 7268.S
Student Career Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
		19.5	21.6	17.0
19.	Women and men should be trained to get good jobs. Omit. . .	10 0.3	3 0.2	0 0.0
	(1) I disagree	103 2.9	64 3.7	33 1.9
	(2) Unsure	399 11.4	189 10.9	203 12.0
	(3) I agree.	2986 85.4	1475 85.2	1460 86.1
20.	Nine out of ten women work for pay sometime during their lives. Omit. . .	14 0.4	3 0.2	1 0.1
	(1) I disagree	103 2.9	58 3.4	43 2.5
	(2) Unsure	1120 32.0	602 34.8	496 29.2
	(3) I agree.	2261 64.6	1068 61.7	1156 68.2
21.	Most men work because they need the money. Omit. . .	28 0.8	11 0.6	8 0.5
	(1) I disagree	582 16.6	251 14.5	322 19.0
	(2) Unsure	1263 36.1	542 31.3	698 41.2
	(3) I agree.	1625 46.5	927 53.6	668 39.4
22.	Women make up eight percent (2 out of 5) of engineers in the US. Omit. . .	18 0.5	4 0.2	5 0.3
	(1) I disagree	272 7.8	145 8.4	124 7.3
	(2) Unsure	2454 70.2	1192 68.9	1214 71.6
	(3) I agree.	754 21.6	390 22.5	353 20.8
23.	Engineers make an average annual salary of $34,000. Omit. . .	23 0.7	3 0.2	11 0.6
	(1) I disagree	168 4.8	101 5.8	62 3.7
	(2) Unsure	2712 77.5	1221 70.5	1443 85.1
	(3) I agree.	595 17.0	406 23.5	180 10.6
24.	Ninety-nine percent of all secretaries are women. Omit. . .	22 0.6	8 0.5	4 0.2
	(1) I disagree	358 10.2	169 9.8	184 10.8
	(2) Unsure	1405 40.2	719 41.5	654 38.6
	(3) I agree.	1713 49.0	835 48.2	854 50.4

	Item Statement	Total N %	Male N %	Female N %
25.	Secretaries make an average annual salary of $12,000. Omit. . .	30 0.9	12 0.7	8 0.5
	(1) I disagree	222 6.3	145 8.4	74 4.4
	(2) Unsure	2746 78.5	1282 74.1	1415 83.4
	(3) I agree.	500 14.3	292 16.9	199 11.7
26.	Overall, women make 64 cents for every dollar men make. Omit. . .	40 1.1	12 0.7	18 1.1
	(1) I disagree	483 13.8	243 14.0	234 13.8
	(2) Unsure	2285 65.3	1129 65.2	1113 65.6
	(3) I agree.	690 19.7	347 20.0	331 19.5
27.	"Womens' jobs" and "mens' jobs" are becoming a thing of the past. Omit. . .	24 0.7	6 0.3	8 0.5
	(1) I disagree	313 8.9	174 10.1	134 7.9
	(2) Unsure	845 24.2	493 28.5	338 19.9
	(3) I agree.	2316 66.2	1058 61.1	1216 71.7
28.	More and more children live in homes with just one parent today. Omit. . .	14 0.4	4 0.2	1 0.1
	(1) I disagree	143 4.1	94 5.4	46 2.7
	(2) Unsure	782 22.4	450 26.0	318 18.8
	(3) I agree.	2559 73.2	1183 68.3	1331 78.5
29.	I have learned about different careers from watching TV. Omit. . .	17 0.5	4 0.2	4 0.2
	(1) I disagree	547 15.6	240 13.9	296 17.5
	(2) Unsure	579 16.6	270 15.6	294 17.3
	(3) I agree.	2355 67.3	1217 70.3	1102 65.0
30.	In our family males and females share jobs at home. Omit. . .	28 0.8	12 0.7	7 0.4
	(1) I disagree	618 17.7	291 16.8	311 18.3
	(2) Unsure	406 11.6	247 14.3	150 8.8
	(3) I agree.	2446 69.9	1181 68.2	1228 72.4

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
31.	I plan to have a career.	Omit. . .	20 0.6	4 0.2	7 0.4
	(1) I disagree		56 1.6	38 2.2	15 0.9
	(2) Unsure		210 6.0	133 7.7	68 4.0
	(3) I agree.		3212 91.8	1556 89.9	1606 94.7
32.	I plan to have a family and a career.	Omit. . .	25 0.7	9 0.5	6 0.4
	(1) I disagree		204 5.8	123 7.1	74 4.4
	(2) Unsure		703 20.1	413 23.9	274 16.2
	(3) I agree.		2566 73.4	1186 68.5	1342 79.1
33.	In most families, both parents work at jobs outside the home.	Omit. . .	24 0.7	8 0.5	5 0.3
	(1) I disagree		206 5.9	119 6.9	81 4.8
	(2) Unsure		910 26.0	487 28.1	406 23.9
	(3) I agree.		2358 67.4	1117 64.5	1204 71.0
34.	I would like to find out more about possible careers.	Omit. . .	21 0.6	4 0.2	4 0.2
	(1) I disagree		232 6.6	132 7.6	92 5.4
	(2) Unsure		646 18.5	364 21.0	267 15.7
	(3) I agree.		2599 74.3	1231 71.1	1333 78.6
35.	The career I choose is important to my parents.	Omit. . .	23 0.7	3 0.2	7 0.4
	(1) I disagree		681 19.5	295 17.0	370 21.8
	(2) Unsure		1235 35.3	652 37.7	565 33.3
	(3) I agree.		1559 44.6	781 45.1	754 44.5
36.	I feel good about myself.	Omit. . .	23 0.7	3 0.2	7 0.4
	(1) I disagree		217 6.2	84 4.9	125 7.4
	(2) Unsure		696 19.9	308 17.8	370 21.8
	(3) I agree.		2562 73.2	1336 77.2	1194 70.4

	Item Statement	Total N %	Male N %	Female N %
37.	I feel I could be whatever I want to be when I grow up. Omit. . .	32 0.9	11 0.6	7 0.4
	(1) I disagree	242 6.9	127 7.3	108 6.4
	(2) Unsure	659 18.8	361 20.9	286 16.9
	(3) I agree.	2565 73.3	1232 71.2	1295 76.4
38.	The way I feel about myself affects how well I do something. Omit. . .	31 0.9	9 0.5	8 0.5
	(1) I disagree	183 5.2	99 5.7	79 4.7
	(2) Unsure	605 17.3	337 19.5	252 14.9
	(3) I agree.	2679 76.6	1286 74.3	1357 80.0
39.	I enjoy to learning to do new things. Omit. .	31 0.9	7 0.4	8 0.5
	(1) I disagree	164 4.7	105 6.1	54 3.2
	(2) Unsure	720 20.6	416 24.0	291 17.2
	(3) I agree.	2583 73.8	1203 69.5	1343 79.2
40.	I feel that I am good at many things. Omit. . .	34 1.0	9 0.5	9 0.5
	(1) I disagree	236 6.7	98 5.7	133 7.8
	(2) Unsure	729 20.8	302 17.4	411 24.2
	(3) I agree.	2499 71.4	1322 76.4	1143 67.4
41.	My parents would support me in whatever career I choose. Omit. . .	45 1.3	14 0.8	16 0.9
	(1) I disagree	212 6.1	111 6.4	94 5.5
	(2) Unsure	729 20.8	417 24.1	294 17.3
	(3) I agree.	2512 71.8	1189 68.7	1292 76.2
	42-45 The place I would go to get help in planning my career is:			
42.	parents. Omit. . .	32 0.9	9 0.5	7 0.4
	(1) I disagree	287 8.2	161 9.3	119 7.0
	(2) Unsure	711 20.3	366 21.1	328 19.3
	(3) I agree.	2468 70.6	1195 69.0	1242 73.2

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Table 7268.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	teachers.	Omit. . .	44 1.3	13 0.8	13 0.8
	(1) I disagree		616 17.6	386 22.3	217 12.8
	(2) Unsure		1151 32.9	595 34.4	538 31.7
	(3) I agree.		1687 48.2	737 42.6	928 54.7
44.	other people I know.	Omit. . .	45 1.3	16 0.9	11 0.6
	(1) I disagree		283 8.1	189 10.9	89 5.2
	(2) Unsure		992 28.4	541 31.3	433 25.5
	(3) I agree.		2178 62.3	985 56.9	1163 68.6
45.	school counselors.	Omit. . .	81 2.3	30 1.7	33 1.9
	(1) I disagree		881 25.2	499 28.8	369 21.8
	(2) Unsure		1108 31.7	558 32.2	530 31.3
	(3) I agree.		1428 40.8	644 37.2	764 45.0
46.	Check one:	Omit. . .	71 2.0	0 0.0	0 0.0
	(1) Male		1731 49.5	1731 100.0	0 0.0
	(2) Female		1696 48.5	0 0.0	1696 100.0
47.	Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) Grade 7.		373 10.7	180 10.4	182 10.7
	(2) Grade 8.		2556 73.1	1260 72.8	1245 73.4
	(3) Grade 9.		569 16.3	291 16.8	269 15.9

Item Statement	Total N %	Male N %	Female N %
1. Math is one of my favorite subjects. Omit. . .	7 0.2	3 0.2	3 0.2
(1) I disagree	1002 28.3	507 28.5	480 28.0
(2) Unsure	842 23.8	391 22.0	442 25.8
(3) I agree.	1688 47.7	879 49.4	790 46.1
2. Girls are often better at math than boys. Omit. . .	8 0.2	3 0.2	4 0.2
(1) I disagree	1464 41.4	851 47.8	593 34.6
(2) Unsure	1555 43.9	742 41.7	794 46.3
(3) I agree.	512 14.5	184 10.3	324 18.9
3. Being good at math will help me get a job in the future. Omit. . .	15 0.4	5 0.3	9 0.5
(1) I disagree	88 2.5	48 2.7	38 2.2
(2) Unsure	513 14.5	250 14.0	257 15.0
(3) I agree.	2923 82.6	1477 83.0	1411 82.3
4. In our school, both boys and girls are treated the same. Omit. . .	14 0.4	4 0.2	9 0.5
(1) I disagree	795 22.5	418 23.5	371 21.6
(2) Unsure	976 27.6	468 26.3	497 29.0
(3) I agree.	1754 49.6	890 50.0	838 48.9
5. I think my school gives boys and girls the same chances. Omit. . .	14 0.4	2 0.1	11 0.6
(1) I disagree	534 15.1	278 15.6	252 14.7
(2) Unsure	889 25.1	425 23.9	453 26.4
(3) I agree.	2102 59.4	1075 60.4	999 58.3
6. It is important that girls learn to be leaders. Omit. . .	11 0.3	5 0.3	5 0.3
(1) I disagree	831 23.5	461 25.9	359 20.9
(2) Unsure	1203 34.0	623 35.0	566 33.0
(3) I agree.	1494 42.2	691 38.8	785 45.8

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Table 7267.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
7. Both boys and girls should be developing math, science, and computer skills.	Omit. . .	12 0.3	3 0.2	7 0.4
	(1) I disagree	141 4.0	87 4.9	51 3.0
	(2) Unsure	514 14.5	233 13.1	275 16.0
	(3) I agree.	2872 81.2	1457 81.9	1382 80.6
8. It is important that boys learn to be leaders.	Omit. . .	19 0.5	7 0.4	11 0.6
	(1) I disagree	639 18.1	214 12.0	417 24.3
	(2) Unsure	1061 30.0	430 24.2	623 36.3
	(3) I agree.	1820 51.4	1129 63.4	664 38.7
9. Generally, teachers expect the same things of girls and boys.	Omit. . .	20 0.6	6 0.3	12 0.7
	(1) I disagree	431 12.2	262 14.7	169 9.9
	(2) Unsure	645 18.2	325 18.3	311 18.1
	(3) I agree.	2443 69.0	1187 66.7	1223 71.3
10. In school I am encouraged to do good work in math.	Omit. . .	4 0.1	2 0.1	1 0.1
	(1) I disagree	152 4.3	101 5.7	49 2.9
	(2) Unsure	493 13.9	254 14.3	229 13.4
	(3) I agree.	2890 81.7	1423 79.9	1436 83.7
11. In school I am encouraged to do good work in science.	Omit. . .	10 0.3	3 0.2	6 0.3
	(1) I disagree	137 3.9	83 4.7	53 3.1
	(2) Unsure	497 14.0	247 13.9	242 14.1
	(3) I agree.	2895 81.8	1447 81.3	1414 82.4
12. In school I am encouraged to do good work in reading.	Omit. . .	10 0.3	5 0.3	4 0.2
	(1) I disagree	141 4.0	90 5.1	50 2.9
	(2) Unsure	521 14.7	297 16.7	212 12.4
	(3) I agree.	2867 81.0	1388 78.0	1449 84.5

	Item Statement	Total N %	Male N %	Female N %
13.	Doing good work in school is important to me. Omit. . .	11 0.3	5 0.3	4 0.2
	(1) I disagree	93 2.6	59 3.3	32 1.9
	(2) Unsure	309 8.7	210 11.8	92 5.4
	(3) I agree.	3126 88.3	1506 84.6	1587 92.5
14.	In school we learn about different careers. Omit. . .	6 0.2	3 0.2	2 0.1
	(1) I disagree	619 17.5	341 19.2	275 16.0
	(2) Unsure	1256 35.5	575 32.3	662 38.6
	(3) I agree.	1658 46.8	861 48.4	776 45.2
15.	Men often are paid more than women for doing the same job. Omit. . .	5 0.1	1 0.1	3 0.2
	(1) I disagree	1408 39.8	731 41.1	667 38.9
	(2) Unsure	1379 39.0	663 37.2	697 40.6
	(3) I agree.	747 21.1	385 21.6	348 20.3
16.	Teachers have helped me think about careers. Omit. . .	26 0.7	14 0.8	10 0.6
	(1) I disagree	978 27.6	530 29.8	440 25.7
	(2) Unsure	1011 28.6	500 28.1	497 29.0
	(3) I agree.	1524 43.1	736 41.3	768 44.8
17.	Most women work because they need the money. Omit. . .	19 0.5	8 0.4	9 0.5
	(1) I disagree	958 27.1	379 21.3	566 33.0
	(2) Unsure	1350 38.1	696 39.1	639 37.3
	(3) I agree.	1212 34.2	697 39.2	501 29.2
18.	The amount of money I will make is important to me when I think about career. Omit. . .	16 0.5	8 0.4	7 0.4
	(1) I disagree	431 12.2	197 11.1	228 13.3
	(2) Unsure	853 24.1	339 19.0	504 29.4
	(3) I agree.	2239 63.3	1236 69.4	976 56.9

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Table 7267.S
Student Career Survey

	Item Statement	*Total* N %	*Male* N %	*Female* N %
19.	It would be okay with me if a man was a nurse. Omit. . .	12 0.3	4 0.2	6 0.3
	(1) I disagree	497 14.0	330 18.5	161 9.4
	(2) Unsure	656 18.5	372 20.9	270 15.7
	(3) I agree.	2374 67.1	1074 60.3	1278 74.5
20.	It would be okay with me if a woman was an auto mechanic. Omit. . .	5 0.1	2 0.1	1 0.1
	(1) I disagree	326 9.2	252 14.2	69 4.0
	(2) Unsure	492 13.9	294 16.5	186 10.8
	(3) I agree.	2716 76.7	1232 69.2	1459 85.1
21.	I would consider becoming a carpenter. Omit .	24 0.7	1 0.1	2 0.1
	(1) I disagree	2075 58.6	892 50.1	1174 68.5
	(2) Unsure	861 24.3	494 27.8	359 20.9
	(3) I agree.	579 16.4	393 22.1	180 10.5
22.	I would consider becoming a secretary. Omit .	29 0.8	1 0.1	5 0.3
	(1) I disagree	1775 50.2	1297 72.9	468 27.3
	(2) Unsure	1039 29.4	392 22.0	638 37.2
	(3) I agree.	696 19.7	90 5.1	604 35.2
23.	Computers and other technology, such as robots, are changing what kind of jobs there will be in the future. Omit. . .	27 0.8	3 0.2	3 0.2
	(1) I disagree	202 5.7	97 5.4	102 5.9
	(2) Unsure	798 22.5	289 16.2	499 29.1
	(3) I agree.	2512 71.0	1391 78.1	1111 64.8
24.	I feel the work I do in school is preparing me for jobs of the future. Omit. . .	36 1.0	6 0.3	9 0.5
	(1) I disagree	219 6.2	129 7.2	87 5.1
	(2) Unsure	619 17.5	338 19.0	275 16.0
	(3) I agree.	2665 75.3	1307 73.4	1344 78.4

	Item Statement	Total N %	Male N %	Female N %
25.	I would consider owning my own business. Omit.	34 1.0	5 0.3	8 0.5
	(1) I disagree	550 15.5	265 14.9	282 16.4
	(2) Unsure	1251 35.3	574 32.2	672 39.2
	(3) I agree.	1704 48.1	936 52.6	753 43.9
26.	Boys should be able to have any job. Omit.	34 1.0	8 0.4	4 0.2
	(1) I disagree	459 13.0	272 15.3	185 10.8
	(2) Unsure	564 15.9	319 17.9	239 13.9
	(3) I agree.	2482 70.1	1181 66.3	1287 75.0
27.	Girls should be able to have any job. Omit.	39 1.1	9 0.5	8 0.5
	(1) I disagree	554 15.7	405 22.8	142 8.3
	(2) Unsure	584 16.5	371 20.8	207 12.1
	(3) I agree.	2362 66.7	995 55.9	1358 79.2
28.	Most men work because they need the money. Omit.	48 1.4	13 0.7	14 0.8
	(1) I disagree	802 22.7	386 21.7	409 23.8
	(2) Unsure	1363 38.5	613 34.4	744 43.4
	(3) I agree.	1326 37.5	768 43.1	548 32.0
29.	I believe I will work at a paying job most of my life. Omit.	30 0.8	3 0.2	6 0.3
	(1) I disagree	180 5.1	96 5.4	81 4.7
	(2) Unsure	1044 29.5	430 24.2	605 35.3
	(3) I agree.	2285 64.6	1251 70.3	1023 59.7
30.	Women work at paid jobs nearly as many years as men. Omit.	30 0.8	6 0.3	2 0.1
	(1) I disagree	486 13.7	311 17.5	171 10.0
	(2) Unsure	1524 43.1	755 42.4	761 44.4
	(3) I agree.	1499 42.4	708 39.8	781 45.5

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Table 7267.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
31.	More and more children live in homes with just one parent.	Omit. . .	37 1.0	12 0.7	3 0.2
	(1) I disagree		280 7.9	162 9.1	114 6.6
	(2) Unsure		1304 36.8	674 37.9	616 35.9
	(3) I agree.		1918 54.2	932 52.4	982 57.3
32.	I plan to have a job.	Omit. . .	41 1.2	11 0.6	7 0.4
	(1) I disagree		42 1.2	27 1.5	12 0.7
	(2) Unsure		112 3.2	64 3.6	44 2.6
	(3) I agree.		3344 94.5	1678 94.3	1652 96.3
33.	I plan to have a family and a job.	Omit. . .	45 1.3	14 0.8	8 0.5
	(1) I disagree		142 4.0	93 5.2	47 2.7
	(2) Unsure		643 18.2	389 21.9	245 14.3
	(3) I agree.		2709 76.5	1284 72.1	1415 82.5
34.	I have learned about different jobs from watching television.	Omit. . .	34 1.0	7 0.4	4 0.2
	(1) I disagree		422 11.9	198 11.1	216 12.6
	(2) Unsure		685 19.4	322 18.1	357 20.8
	(3) I agree.		2398 67.8	1253 70.4	1138 66.4
35.	My family has helped me plan what I should be when I grow up.	Omit. . .	42 1.2	12 0.7	8 0.5
	(1) I disagree		1095 30.9	571 32.1	519 30.3
	(2) Unsure		1020 28.8	490 27.5	525 30.6
	(3) I agree.		1382 39.1	707 39.7	663 38.7
36.	In our family, males and females share work at home.	Omit. . .	40 1.1	6 0.3	11 0.6
	(1) I disagree		494 14.0	263 14.8	225 13.1
	(2) Unsure		478 13.5	244 13.7	228 13.3
	(3) I agree.		2527 71.4	1267 71.2	1251 72.9

	Item Statement		Total N %	Male N %	Female N %
37.	I feel good about myself.	Omit. . .	31 0.9	3 0.2	5 0.3
	(1) I disagree		140 4.0	76 4.3	62 3.6
	(2) Unsure		551 15.6	251 14.1	294 17.1
	(3) I agree.		2817 79.6	1450 81.5	1354 79.0
38.	I feel that I could be whatever I want to be when I grow up.	Omit. . .	31 0.9	3 0.2	5 0
	(1) I disagree		179 5.1	120 6.7	59 3.4
	(2) Unsure		527 14.9	282 15.8	240 14.0
	(3) I agree.		2802 79.2	1375 77.2	1411 82.3
39.	The way I feel about myself affects how well I do something.	Omit. . .	28 0.8	3 0.2	3 0.2
	(1) I disagree		242 6.8	142 8.0	98 5.7
	(2) Unsure		755 21.3	367 20.6	381 22.2
	(3) I agree.		2514 71.0	1268 71.2	1233 71.9
40.	I enjoy learning to do new things.	Omit. . .	33 0.9	8 0.4	3 0.2
	(1) I disagree		120 3.4	88 4.9	29 1.7
	(2) Unsure		551 15.6	325 18.3	218 12.7
	(3) I agree.		2835 80.1	1359 76.3	1465 85.4
41.	My friends and I talk about what we will be when we grow up.	Omit. . .	32 0.9	4 0.2	6 0.3
	(1) I disagree		855 24.2	501 28.1	347 20.2
	(2) Unsure		867 24.5	426 23.9	435 25.4
	(3) I agree.		1785 50.4	849 47.7	927 54.1
42.	The career I choose is important to my parents.	Omit. . .	43 1.2	9 0.5	11 0.6
	(1) I disagree		520 14.7	268 15.1	250 14.6
	(2) Unsure		1339 37.8	643 36.1	687 40.1
	(3) I agree.		1637 46.3	860 48.3	767 44.7

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Table 7267.S
Student Career Survey

	Item Statement		*Total* N %	*Male* N %	*Female* N %
43.	My parents would support me in whatever career I choose.	Omit. . .	55 1.6	14 0.8	19 1.1
	(1) I disagree		170 4.8	107 6.0	61 3.6
	(2) Unsure		732 20.7	408 22.9	316 18.4
	(3) I agree.		2582 73.0	1251 70.3	1319 76.9
44.	I think people should choose careers they think they would be good at.	Omit. . .	38 1.1	11 0.6	5 0.3
	(1) I disagree		148 4.2	74 4.2	68 4.0
	(2) Unsure		419 11.8	191 10.7	223 13.0
	(3) I agree.		2934 82.9	1504 84.5	1419 82.7
45.	Check one:	Omit. . .	44 1.2	0 0.0	0 0.0
	(1) Male		1780 50.3	1780 100.0	0 0.0
	(2) Female		1715 48.5	0 0.0	1715 100.0
46.	Check the grade you are in:	Omit. . .	0 0.0	0 0.0	0 0.0
	(1) 5th grade.		302 8.5	143 8.0	155 9.0
	(2) 6th grade.		3237 91.5	1637 92.0	1560 91.0
	(3) 7th grade.		0 0.0	0 0.0	0 0.0

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Item Statement		Total N %	Male N %	Female N %
1.	Being good at math and science will help me be ready for a good job. Omit . . .	8 0.2	3 0.2	5 0.3
	(1) Yes.	3360 91.9	1730 92.5	1614 91.2
	(2) No	289 7.9	138 7.4	151 8.5
2.	I think doing well in school will help me get a job when I grow up. Omit . . .	14 0.4	6 0.3	8 0.5
	(1) Yes.	3535 96.7	1817 97.1	1702 96.2
	(2) No	108 3.0	48 2.6	60 3.4
3.	At school, I am encouraged to be good at math. Omit . . .	18 0.5	6 0.3	12 0.7
	(1) Yes.	3067 83.9	1561 83.4	1493 84.4
	(2) No	572 15.6	304 16.2	265 15.0
4.	Sometimes at school different things are expected of boys and girls. Omit . . .	22 0.6	6 0.3	14 0.8
	(1) Yes.	2134 58.4	1091 58.3	1031 58.2
	(2) No	1501 41.0	774 41.4	725 41.0
5.	At school, I am encouraged to be good at reading. Omit . . .	17 0.5	5 0.3	11 0.6
	(1) Yes.	3133 85.7	1591 85.0	1532 86.6
	(2) No	507 13.9	275 14.7	227 12.8
6.	Sometimes at school I get the feeling boys and girls are treated differently. Omit . . .	18 0.5	6 0.3	11 0.6
	(1) Yes.	2208 60.4	1131 60.4	1067 60.3
	(2) No	1431 39.1	734 39.2	692 39.1
7.	The main reason people work is because they need the money they earn. Omit . . .	15 0.4	2 0.1	11 0.6
	(1) Yes.	3142 85.9	1624 86.8	1506 85.1
	(2) No	500 13.7	245 13.1	253 14.3
8.	Today, more women are working at paying jobs than in the past. Omit . . .	37 1.0	16 0.9	20 1.1
	(1) Yes.	2686 73.4	1350 72.2	1325 74.9
	(2) No	934 25.5	505 27.0	425 24.0

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Table 7266.S
Student Career Survey

Item Statement		*Total* N %	*Male* N %	*Female* N %
9. Some jobs pay more than others.	Omit . . .	10 0.3	5 0.3	4 0.2
(1) Yes.		3545 96.9	1823 97.4	1708 96.5
(2) No		102 2.8	43 2.3	58 3.3
10. I believe I will work at a job or career for most of my life.	Omit . . .	32 0.9	11 0.6	20 1.1
(1) Yes.		2623 71.7	1405 75.1	1207 68.2
(2) No		1002 27.4	455 24.3	543 30.7
11. It is important to me how much money I will earn when I grow up.	Omit . . .	26 0.7	11 0.6	14 0.8
(1) Yes.		2580 70.5	1370 73.2	1202 67.9
(2) No		1051 28.7	490 26.2	554 31.3
12. I think doctors make more money than secretaries.	Omit . . .	55 1.5	20 1.1	34 1.9
(1) Yes.		2630 71.9	1362 72.8	1255 70.9
(2) No		972 26.6	489 26.1	481 27.2
13. Usually the pay is the same for jobs men do and jobs women do.	Omit . . .	41 1.1	16 0.9	23 1.3
(1) Yes.		2516 68.8	1272 68.0	1235 69.8
(2) No		1100 30.1	583 31.2	512 28.9
14. I think about becoming a medical doctor when I grow up.	Omit . . .	31 0.8	13 0.7	16 0.9
(1) Yes.		542 14.8	237 12.7	304 17.2
(2) No		3084 84.3	1621 86.6	1450 81.9
15. I think about becoming a nurse when I grow up.	Omit . . .	31 0.8	7 0.4	22 1.2
(1) Yes.		665 18.2	61 3.3	601 34.0
(2) No		2961 81.0	1803 96.4	1147 64.8
16. Today both boys and girls can grow up to be firefighters.	Omit . . .	19 0.5	5 0.3	11 0.6
(1) Yes.		3277 89.6	1671 89.3	1595 90.1
(2) No		361 9.9	195 10.4	164 9.3

Item Statement	Total N %	Male N %	Female N %
17. Many women work because they need the money. Omit . . .	19 0.5	7 0.4	8 0.5
(1) Yes.	3228 88.3	1665 89.0	1555 87.9
(2) No	410 11.2	199 10.6	207 11.7
18. Many men work because they need the money. Omit . . .	26 0.7	7 0.4	15 0.8
(1) Yes.	3254 89.0	1705 91.1	1541 87.1
(2) No	377 10.3	159 8.5	214 12.1
19. Today more children live in homes with just one parent than in the past. Omit . . .	52 1.4	19 1.0	31 1.8
(1) Yes.	1835 50.2	900 48.1	927 52.4
(2) No	1770 48.4	952 50.9	812 45.9
20. My grandmother works or has worked at a paying job. Omit . . .	106 2.9	53 2.8	50 2.8
(1) Yes.	2728 74.6	1410 75.4	1306 73.8
(2) No	823 22.5	408 21.8	414 23.4
21. My family believes it is important that I work at a job when I grow up. Omit . . .	46 1.3	16 0.9	26 1.5
(1) Yes.	3302 90.3	1703 91.0	1587 89.7
(2) No	309 8.4	152 8.1	157 8.9
22. I believe that when I grow up both husband and wife will need to work to pay the bills. Omit .	40 1.1	12 0.6	24 1.4
(1) Yes.	2984 81.6	1497 80.0	1476 83.4
(2) No	633 17.3	362 19.3	270 15.3
23. It would be okay with my parents if I decided to be a carpenter. Omit . . .	46 1.3	15 0.8	27 1.5
(1) Yes.	2562 70.1	1419 75.8	1135 64.1
(2) No	1049 28.7	437 23.4	608 34.4
24. It would be okay with my parents if I decided to be a secretary. Omit . . .	36 1.0	17 0.9	15 0.8
(1) Yes.	2738 74.9	1196 63.9	1532 86.6
(2) No	883 24.1	658 35.2	223 12.6

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Table 7266.S
Student Career Survey

Item Statement	*Total* N %	*Male* N %	*Female* N %
25. Doing good work in school is important to me. Omit . . .	14 0.4	5 0.3	5 0.3
(1) Yes.	3538 96.7	1782 95.2	1744 98.5
(2) No	105 2.9	84 4.5	21 1.2
26. I feel that I am a leader in my class. Omit . .	52 1.4	17 0.9	31 1.8
(1) Yes.	1320 36.1	697 37.3	620 35.0
(2) No	2285 62.5	1157 61.8	1119 63.2
27. I feel boys can do any jobs that girls can do. Omit . . .	19 0.5	7 0.4	8 0.5
(1) Yes.	3023 82.7	1484 79.3	1529 86.4
(2) No	615 16.8	380 20.3	233 13.2
28. I feel good about myself. Omit . . .	32 0.9	14 0.7	13 0.7
(1) Yes.	3383 92.5	1717 91.8	1657 93.6
(2) No	242 6.6	140 7.5	100 5.6
29. My friends and I talk about what we are going to be when we grow up. Omit . . .	42 1.1	13 0.7	24 1.4
(1) Yes.	2332 63.8	1210 64.7	1116 63.1
(2) No	1283 35.1	648 34.6	630 35.6
30. People should choose jobs because they are good at that job. Omit . . .	39 1.1	21 1.1	13 0.7
(1) Yes.	2834 77.5	1494 79.9	1332 75.3
(2) No	784 21.4	356 19.0	425 24.0
31. I feel girls can do any job that boys can do. Omit . . .	22 0.6	5 0.3	11 0.6
(1) Yes.	2854 78.0	1284 68.6	1563 88.3
(2) No	781 21.4	582 31.1	196 11.1
32. I am good at math. Omit . . .	58 1.6	22 1.2	28 1.6
(1) Yes.	2963 81.0	1544 82.5	1412 79.8
(2) No	636 17.4	305 16.3	330 18.6

Item Statement		Total N %	Male N %	Female N %
33. I am:	Omit . . .	16 0.4	0 0.0	0 0.0
(1) Boy.		1871 51.2	1871 100.0	0 0.0
(2) Girl		1770 48.4	0 0.0	1770 100.0
34. The grade I am in is:	Omit . . .	0 0.0	0 0.0	0 0.0
(1) Grade 2.		62 1.7	32 1.7	29 1.6
(2) Grade 3.		3044 83.2	1539 82.3	1498 84.6
(3) Grade 4.		551 15.1	300 16.0	243 13.7